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ABSTRACT

This publication discusses federal funds which are available for research and development in sex equity in education. A major objective is to identify specific Federal funding opportunities for projects focusing on sex equity. Another objective is to help individuals understand the overall Federal pattern of support for activities to promote sex equity in education. The bulk of the document describes federal funding sources. Programs from the Department of Education and from other departments and agencies such as the National Science Foundation and the National Endowment for the Humanities are described. The key sex equity funding programs are Women's Educational Equity Act Program, the National Institute of Education, Vocational Education Act Programs, and Civil Rights Act, Title IV. The publication also describes potential funders of sex equity outside of education. In addition to the program descriptions, the publication discusses the pattern of federal support for sex equity in education and gives advice to seekers of federal sex equity funds. With regard to the pattern of federal support, the good news is that the federal government has been increasing its support of sex equity over the past five years. The bad news is that compared to many other areas of Federal support for educational problems, including other equity concerns, the support for sex equity projects is almost invisible. (Author/RM)

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WEECN
WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

SP 013 016

Federal Funding to Promote Sex Equity In Education: 1980

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Melanie A. Goodman

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About the Women's Educational Equity Communications Network—WEECN is an information service and communication system established in 1977 and operated by the Far West Laboratory for the Department of Education under the auspices of the Women's Educational Equity Act. As an information service, WEECN collects, screens, classifies, stores, and provides information on projects and materials related to women's educational equity. As a communication system, WECN facilitates contact among persons, groups and agencies who are working on behalf of women's educational equity. Users of WEECN include teachers, administrators, counselors, curriculum specialists, preservice and inservice trainers, researchers, students, parents, and citizens.

—Matilda Butler, Director

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-Susan S. Klein
-Melanie A. Goodman

PREFACE

This publication represents, in part, a revised version of a paper by the same title. Susan S. Klein and Melanie A. Goodman presented the original paper at the Women's Committee sponsored symposium of the American Educational Research Association's (AERA) 1980 annual meeting.* Susan Bailey organized and chaired that symposium, entitled "Funding Opportunities for Research on Sex Equity." Excerpts from the speeches of other participants in this symposium have been incorporated in Section II of this publication, "Advice to Seekers of Federal Sex Equity Funds."

Federal Funding to Promote Sex Equity in Education: 1980 is the third in a popular WEECN series on "Funding for Women's Educational Equity." The first in this series, Finding Funds for Programs Relating to Women's Educational Equity, was written in response to a recognized need for women to have better information about the funding process. It is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; $2.50. Funding for Women's Educational Equity, the second volume in the series, was based on, "Funding for Women with a Special Emphasis on Sources for Women's Educational Equity," a 1979 AERA Women's Committee sponsored symposium at the annual meeting held that year in San Francisco. It is available from the Women's Educational Equity Act Program, Department of Education, Donahoe Building, Room 1105, 400 Maryland Avenue, SW, Washington, DC 20202; $6.75.

*Symposium 26.20, April 10, 1980, Boston, Massachusetts.

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INTRODUCTION

Today in 1980, we still have not attained sex equity in education. Girls do not participate in many courses, such as advanced math and science, to the same extent as boys. Boys generally receive more school resources for extra curricular activities. With few exceptions, such as Secretary of Education, Shirley Hufstedler, the higher the status, the fewer female educational administrators there are in school systems across the nation. Males are also treated inequitably, with sometimes detrimental results. Less intelligent boys, for example, are disciplined more harshly than girls with similar abilities. Boys also drop out of school or are suspended from school more frequently than girls.

The Federal Government has many specific responsibilities to promote equity in education in the areas of sex, race, national origin, age and handicap to name a few common discrimination concerns. Typical Federal remedies involve the enforcement of civil rights laws, such as Title IX to avoid sex discrimination in employment.

Federal activities to provide positive incentives to promote educational equity include sponsorship of research, evaluation, development, dissemination, technical assistance, and occasionally service type projects. Most of these resources are distributed directly by the Federal agency. Some of this incentive money, however, is administered by cooperating states, as in the case of the Vocational Education Act Program. This publication focuses on the Federal incentive activities that promote sex equity in education.

Sex equity activities include those specifically intended to help girls or women, as well as those designed to help both females and males overcome sex stereotyping. The definition of education is quite broad and, aside from school based sex equity projects, includes many activities with training components for special groups of women, such as poor women, displaced homemakers, battered women, elderly women, alcoholic and teenaged women.

The survey upon which this publication is based was not intended to describe the important roles of Federal agencies in sex education or population research, or in the enforcement of laws, such as Title IX, the Sex Equity Provisions of the Vocational Education Amendments of 1976, or various executive orders. The survey was not intended to identify patterns of sex equity in

the distribution of student financial aid--or where to obtain scholarships or fellowships. It was also not intended to describe sex equity in Federal education or training programs. It did not address Federal employment, which is coordinated through Equal Employment Opportunity offices in the agencies. Finally, this survey was not intended to collect information on the general distribution of Federal funds to women or the participation of women in advisory or policy roles in the Federal Government.

This publication has two major purposes. One purpose is to help individuals identify specific Federal funding opportunities for research and development related projects focusing on sex equity in education so that they and their colleagues will be in better positions to secure these funds. The second even more ambitious purpose is to develop an understanding of the overall Federal pattern of support for activities to promote sex equity in education. It is hoped that increased knowledge of this pattern can be used to identify gaps in sex equity funding and justify Federal support for this important area.

I. PATTERN OF FEDERAL SUPPORT FOR SEX EQUITY IN EDUCATION

Highlights

GOOD NEWS	BAD NEWS
The Federal Government has been increasing its support of sex equity over the past five years.	Compared to many other areas of Federal support for educational problems, including other equity concerns, the support for sex equity projects is almost invisible.
The Federal Government appears to provide more money for sex equity projects in education than the foundations do.	The extent of state and local education support for sex equity with their own funds is unknown, but unlikely to be extensive.
There has been limited competition for some sources of Federal sex equity funds.	The competition for limited resources in some of the funding areas well known for supporting sex equity work is so tough that many excellent proposals go unfunded.
Programs that are not specifically designed as women's equity or sex equity programs may support sex equity work.	Many professional Federal employees are not aware of how they may be able to incorporate sex equity concerns in their program areas and some do not even have much of a conception of what sex equity is.
	There has been little coordination among the Federal programs interested in promoting sex equity.

The Survey

The above conclusions and other information on the Federal pattern of funding to support sex equity in education came out of a survey of Federal agencies and programs we conducted in March 1980. The procedures and a copy of the survey form are included in the appendix. The survey focused on identifying resources of Federal discretionary funds and where appropriate, Federal funds that flow through to the states. Emphasis was on locating sources that have been or could be used to support research, development, evaluation, dissemination, technical assistance or user services to enhance sex equity related to education in the U.S.

FEDERAL FUNDING FOR SEX EQUITY IN EDUCATION IN PERSPECTIVE

A recently published Ford Foundation report, Financial Support of Women's Programs in the 1970's,* estimates that in 1972 private foundations provided about $4 million and the Federal Government provided about $1.7 million to support women's programs. By 1976 foundations provided about $12 million and the Federal Government about $24 million. Probably less than one half of this support, however, was allocated to the area of education. Substantial sums were classified in other categories, such as employment and economics, health and safety, and legal, political and community action. Furthermore, about one half of the Federal and foundation grant funds were provided for direct service activities rather than research, development, evaluation, or dissemination. Very little information exists on the sex equity funding patterns of other potentially important sources, such as associations, universities, volunteer groups or individuals, state departments of education, or local education agencies. Casual conversations with individuals from the latter two suggest that they primarily administer Federal sex equity funds and do not allocate many additional funds from their state or local agency budgets.

AGENCIES AND PROGRAMS THAT FUND SEX EQUITY PROJECTS RELATED TO EDUCATION

Since the bulk of the Federal programs funding activities to promote sex equity in education are located in the U.S. Department of Education, we will describe four of these programs in detail in Section II. They are the Women's Educational Equity Act Program, Title IV of the Civil Rights Act administered by the Equal Educational Opportunities Program, various Federal and state administered Vocational Education Act funds, and National Institute of Education activities managed by the Social Processes/ Women's Research Team and the Minorities and Women's Program.

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*Financial Support of Women's Programs in the 1970's: A Review of Private and Government Funding in the United States and Abroad is available from The Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017; $3.95.

As can be seen by examining Table 1, we were able to learn of the existence of $27,876,176 in the Department of Education. This is twice as much support for sex equity from the Department of Education in 1979 as from the other agencies and departments combined. The total for these agencies was $12,546,622. The FY'79 grand total of Federal support for sex equity that we could identify was $40,422,798.

Table 1

SEX EQUITY FUNDING RELATED TO EDUCATION

	Fiscal Year 1979	Fiscal Year 1980
Department of Education Programs		
Women's Educational Equity Act Program (WEEAP)	$8,800,000	$10,000,000
National Institute of Education (NIE)	5,100,000	3,180,000
Vocational Education Act Programs		
Federally Dispersed for National Projects	1,646,667	496,667
Federal Funds Dispersed by the States	1,059,745*	5,137,576**
Civil Rights Act, Title IV, (CRA IV)	9,500,000	13,200,000
Fund for the Improvement of Post Secondary Education (FIPSE)	1,579,725	1,441,000
Consumer Education	190,039	unknown
Total Dept. of Education Identified Support for Sex Equity	$27,876,176	$33,455,243
Other Departments and Agencies		
National Institute of Mental Health (NIMH)	$8,286,361	unknown
National Science Foundation (NSF)	1,243,295	1,021,000***
National Endowment for the Humanities (NEH)	1,693,065	1,873,078
Community Services Agency (CSA)	1,323,901	1,500,000
Total Education Related Sex Equity from Other Departments and Agencies	$12,546,622	$4,394,089
COMBINED TOTAL FEDERAL SUPPORT FOR SEX EQUITY RELATED TO EDUCATION	$40,422,798	$37,849,332

These funding figures were obtained from agency budgets if the breakdowns were available. If not available, figures were based on tabulations of funding for important projects or from program administrators' estimates.

Less education-related sex equity support estimates were available for the following: In FY'80: Office of Domestic Violence, $1,200,000; Adolescent Pregnancy Programs, $17,500,000.

*For Displaced Homemaker Programs only. No other state sex equity support budgets were available for FY'79.

**For Displaced Homemaker Programs and other grants to overcome sex bias.

***For Women in Science Program only. FY'79 funds for sex equity included Women in Science and other R&D programs.

Outside of the Department of Education we would like to call your attention to the $8 million in sex equity support for research and development available from the National Institute of Mental Health. The bulk of these resources, however, focused on specific concerns, such as sexual assault and domestic violence. The Women in Science Program at the National Science Foundation has also been a steady supporter of sex equity projects in education and may gain substantial resources if Congress supports the Women in Science and Technology Equal Opportunity Act.

The following survey results are based primarily on the descriptions of programs listed in Table 1:

NATURE OF APPLICANTS

In the Department of Education, state education agencies (SEA's), local education agencies (LEA's), and nonprofit organizations including universities are allowed to apply for most of the sex equity funds. In a few cases individuals and profit-making organizations may also apply. Outside of the Department of Education, applicants for these sex equity funds are encouraged from profit and nonprofit organizations, as well as from individuals.

TARGET POPULATIONS

In the Department of Education, most of the programs funding for sex equity focused on a variety of educational needs, such as reentry into post-secondary education and women as consumers. A few focused on sex equity concerns of females and males, such as in career education and research on sex equity in classroom behavior. Outside of the Department of Education, most of the education-related programs focused on meeting the needs of special groups of women, such as low income women, displaced homemakers, women as heads of households, pregnant teenagers, or college women. With the exception of women suffering from sexual assault or domestic violence, none of the special groups of women appeared to be the focus of more than three programs from in or outside of the Department of Education.

TYPES OF PROJECTS

In this survey we placed special effort on identifying R & D projects. Many programs, such as FIPSE and WEEAP, supported combinations of research, development and dissemination projects. We found that NIE, NIMH, NSF, and NEH primarily funded research projects to facilitate sex equity. Most programs inside and outside the Department of Education supported sex equity development work, as well as a few sex equity evaluation projects. Most Department of Education programs concerned with sex equity funded dissemination activities, and a few also funded demonstration activities. The bulk of the support from CRA IV and CSA has been for technical assistance activities.

CONTENT AREAS

The following chart indicates the range of content areas covered by the programs which we examined in and outside of the Department of Education.

	Number of Programs		
Focus of Sex Equity Programs	Dept. Ed.	Other Departments and Agencies	Total
Career Development	3		3
Education and Work	4	1	5
Desegregation	1	1	2
Eliminating Sex Stereotypes	4	1	5
Women and Math	2	1	3
Woman and Science	2	1	3
Women and Higher Education	5	3	8
Women's Studies	2	1	3

Summary and Recommendations: Improving Federal Support for Sex Equity Related to Education

The following recommendations for Federal action are intended to maximize the potential in the "good news" items and identify features of the "bad news" items that can be changed, and thus enhance Federal support of sex equity in education. Section III provides advice on private actions to acquire and increase support for sex equity projects.

INCREASE TOTAL FUNDING FOR SEX EQUITY IN EDUCATION

1. Accelerate the Recent Trend to Support Sex Equity Work in Education.

Background: Our current survey indicated that in FY'79 the Federal Government spent about $40 million related to sex equity in education. Although we do not have comparable data for the non-Federal funding sources, we believe that following past trends, the Federal Government remains the largest supporter of sex equity in education. Out of this amount the programs that are now part of the Department of Education supported about $28 million or about 70% of the total Federal share in our survey for FY'79.

Although it may sound as though the Federal Government and the Department of Education are especially beneficient in this area, this impression should be put in perspective. The Department of Education's $28 million contribution to sex equity and other activities helping women represents only .22% of the total Department's FY'79 budget of $13.7 billion. It is also far less than the Department's expenditures to promote equity for the other very deserving groups. In FY'80, for example, the Department of Education plans to spend $259.3 million on language and ethnic minorities; $294.5 million for racial desegregation (excluding sex and national origin desegregation activities of Title IV Civil Rights Act) and $2.16 billion on the handicapped. The $28 million to promote sex equity is difficult to identify in the FY'81 Department of Education budget. Sex equity is not one of of the equity areas even mentioned as a category or subcategory in the Department of Education FY'81 mission budget.

Specific Action: Accelerate the recent, promising trend set by foundations and the Federal Government to support activities to promote sex equity in education.

2. Make the Federal Financial Commitment in the Area of Sex Equity as Strong as Its Other Equity Commitments.

Background: The Department of Education's FY'79 financial commitment of two-tenths of one percent of its annual budget for promoting sex equity is insufficient and way below its financial support of other worthy equity efforts for smaller segments of the population. Sex equity efforts are needed for the entire population, both females and males, with educational needs. An additional emphasis on sex equity should be incorporated in the support of such equity target groups as racial and ethnic minorities and handicapped persons.

Specific Action: Obtain some parity with other Federal educational equity thrusts, by increasing Federal support of sex equity. In doing so, more money should be appropriated for programs, such as for the Women's Educational Equity Act Program (WEEAP) and the National Science Foundation (NSF) Women in Science activities, specifically concerned with promoting sex equity.

Where agencies have discretionary powers to allocate funds within general budgets, identifiable sex equity programs, such as those of the Minorities & Women's Program and the Social Processes/Women's Research Team in NIE, the Civil Rights Act, Title IV sex equity activities in the Office of Elementary and Secondary Education, and sex equity programs at the Office of Vocational and Adult Education, should be supported. As needed, new sex equity programs should also be created. Many other programs, such as the compensatory education programs in the Department of Education and the Agricultural Extension system in the Department of Agriculture, should be designed and administered so that they have a visible focus on promoting sex equity in addition to their other program goals.

3. Encourage State Education Agencies and Local Education Agencies to Support Sex Equity Activities with Their Own Funds or Discretionary Federal Funds.

Background: At the present time there is almost no information about what Departments of Education in the 50 states and territories are doing with their own money or even what they are doing with Federal "flow thru" money to promote sex equity in education. The states, quite likely, are contributing very little from their own coffers to sex equity and many are not using Federal funds for sex equity purposes even where this is allowed. This is particularly visible in minimal state support of the sex equity provisions of the Vocational Education Act. Even less is known about activities of the 17,000 school districts to promote sex equity in their educational systems.

Specific Action: Conduct a survey to assess SEA and LEA support for sex equity activities. Identify how these agencies obtain money for this work and what SEA and LEA funds are available for individuals not employed by these

agencies to do sex equity work. A survey of this nature will inform agencies of one another's good work in the area and encourage them to devote more resources to promoting sex equity. Explore ways to provide incentives to encourage SEA's and LEA's to support sex equity projects.

HELP SEX EQUITY ADVOCATES LEARN ABOUT POTENTIAL SOURCES OF FEDERAL FUNDS FOR THEIR WORK

4. Update and Expand Current Compilations of Information on Federal Funding to Support Sex Equity in Education.

Background: Those seeking Federal support for sex equity activities often have difficulty identifying funding sources. The next section of this publication is intended to provide some systematic information on Federal funds for sex equity activities related to education. When conducting this survey to identify potential sources, we found that few departments or agencies had information summarizing their sex equity activities. The few that did, did not collect or report on the simple information we requested on the type and amount of sex equity funding, numbers of staff spending time on sex equity concerns, or type of sex equity criteria used in the evaluation of agency procurements. It was even extremely difficult to collect this specific information at the program level within agencies. Agencies also failed to include sex equity as a category in their mission budget statements. The President's Advisory Committee for Women, recognizing the need for such information, is in the process of establishing a computerized system to describe Federal programs and initiatives targeting women in 1980.

Specific Action: Have such organizations as the President's Advisory Committee for Women or the separate, presidentially appointed, National Advisory Council on Women's Education Programs (NACWEP)*, perhaps with the help of the Federal Interagency Council on Education (FICE), annually update and expand the education-related material from this survey and the information secured by the computerized project of the President's Advisory Committee for Women. Refining other existing Federal computerized systems to describe Federal programs and identify efforts to promote sex equity would also help. At the present time even the Office of Management and Budget (OMB) computer system cannot provide sufficiently detailed information to inform us about the Federal commitment to sex equity, and OMB has no staff person assigned overall responsibility for Federal sex equity activities.

*Council established in 1974 under WEEA.

5. Establish Procedures to Announce Sources of Federal Sex Equity Funds to Those Who Request This Information on a Timely Basis.

Background: Many individuals or organizations interested in promoting sex equity in education do not routinely read the Federal Register, which announces grants, Commerce Business Daily, which announces Federal procurements such as contracts, or have the resources to monitor Federal funding opportunities of interest by subscribing to appropriate information services or by making frequent visits to Federal program offices in Washington. Similarly, at the present time programs that fund sex equity activities do not know what individuals or groups would be most interested in learning about their procurements.

Specific Action: We suggest that NACWEP or some office in the Department of Education (the Office of the Secretary or the Office of Women's Concerns) provide for the maintenance of a combined computerized mailing list that could be used to send appropriate grants announcements and RFPs to those interested in sex equity funding. This office could also serve as a referral service on Federal sex equity funding opportunities in education.

6. Make Seekers of Sex Equity Funds Aware of the Level of Competition in Relevant Programs.

Background: Over the past few years there has been excessive competition for some available sex equity funds and inadequate competition for other sex equity activities. The toughest competitions generally have been for sex equity grants. In 1980 WEEAP has received 960 grant applications, but will only be able to fund 67. In 1979, in a grants competition for research on Women in Science, Math and Technology, NIE received 160 applications but only made eleven awards. On the other hand, some of the planned sex equity contracts in the Office for Civil Rights and other parts of the Department of Education have not received any acceptable proposals. Shirley McCune, the Director of the Equal Educational Opportunity Program in the Department of Education reported that competition for the sex equity support provided by her Civil Rights Act, Title IV program was quite limited.

We also believe in exploring and exploiting the many opportunities for conducting sex equity projects with support from programs with other primary objectives, such as the Fund for the Improvement of Postsecondary Education, Career Education, and Special Education.

Specific Action: Those interested in obtaining Federal funding for sex equity should receive information on related contracts as well as grants. Federal programs focusing on priorities other than sex equity should describe ways that sex equity concerns can be addressed in the contexts of their programs. To help the fund seekers, the Federal Government should provide information on numbers of applicants and numbers of awards for sex equity work. Specific information on individual, Federally supported sex equity projects, such as the publication Sex Equity in Education: NIE-Sponsored Projects and Publications,* or examples of how sex equity components can be incorporated in other program areas, such as Bilingual education, should also be prepared and distributed.

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*Available from NIE, Office of Public Information, Washington, DC 20208; free.

THE FEDERAL GOVERNMENT SHOULD ASSUME A MORE ASSERTIVE, PLANFUL LEADERSHIP ROLE TO PROMOTE SEX EQUITY IN EDUCATION

7. Define and Legitimize Sex Equity on the Federal Level.

Background: Our survey indicated that few Federal program managers, except those who managed sex equity programs, shared our two part definition of sex equity. Instead, most thought that sex equity meant the extent to which their programs served women, rather than our definition--of whether activities were designed to meet special needs most common to women or to decrease sex stereotyping for females and males. The current tendency to define women as one of the historically underserved or underrepresented groups is frequently confusing, especially when women are overrepresented among such groups as poor people. Also, this definition does not include provisions to decrease stereotypes for both sexes.

Specific Action: The Federal Government should establish an operational definition of sex equity. We feel that such a definition would help Federal administrators recognize and encourage the support of sex equity activities in many program areas. Such a definition may also help legitimize Federal responsibilities for fostering sex equity in education as co-equal responsibilities with the equity efforts on behalf of racial and national origin minorities and activities to help handicapped persons.

8. Each Department or Agency Should Develop Clear Policies to Promote Sex Equity in Education and Inform the Public of Their Objectives and Accomplishments in this Area.

Background: At the current time, publications describing the goals and objectives of individual Federal agencies do not indicate agency sex equity objectives or where, in the agency, individuals interested in Federal support for sex equity may find help.

Specific Action: Each department and agency should develop specific sex equity program objectives and then report on their efforts to address the objectives. Agency budgets should indicate the amount of funds devoted to sex equity as well as other important equity missions. Activities to promote sex equity should be described in annual reports and other appropriate public information efforts.

9. Coordinate Federal Activities to Promote Sex Equity in Education.

Background: In the area of sex equity, as with much Federal funding, there has been a lack of general coordination. If there had been, conducting this survey and identifying patterns of funding would have been much easier. We found that individuals who are involved in sex equity programs throughout the government generally do not know what others are doing and, thus, do not coordinate planning or administration with other programs. The Feminist Connection, an informal network of individuals involved in sex equity concerns throughout the Federal Government, does meet occasionally, but like the Interagency Task Force on Women, does not currently have the stability, resources, or power to assume leadership.

Specific Action: Establish a permanent interagency group of individuals involved in administering Federal sex equity programs. This group would meet to identify gaps in funding for sex equity and to determine how current activities can be coordinated to enable the limited funding and staff resources to have a greater impact. For example, currently there is little if any coordination between NIMH and NIE research managers of sex equity research projects.

10. Identify Gaps Where Federal Agencies Should be Providing Support for Sex Equity Activities.

Background: Most new sex equity funding appears to go for clearly identified problem populations, such as displaced homemakers, battered women or pregnant teenagers. Because very little support exists for other needy groups, such as elderly women, women offenders or farm women, there tend to be major gaps among the target groups. Furthermore, there are few programs for the general population that are intended to help both sexes eliminate past sex-role stereotypes. The extent to which many of the special programs designed to help women also focus on decreasing sex stereotypes is unknown. The programs identified within the Department of Education having something to do with sex equity are less likely to focus on specific populations of women and more likely to focus on such issues as consumer or career education than the education-related sex equity programs outside the Department of Education. Due to time limitations, however, and the lack of information on the population and content focus of individual sex equity projects within many programs, we do not have an adequate understanding of the pattern of funding on these dimensions.

Specific Action: Better information on the nature of the current Federally-supported projects to promote sex equity should be obtained and summarized, and the gaps, overlaps and concentrations should be identified. We also believe that greater efforts should be made to identify and coordinate the research, development, and technical assistance activities of different programs. Progress in promoting sex equity for example, may be made faster if the managers of sex equity activities in the new Department of Education coordinate their limited resources so that NIE research will be particularly useful to WEEAP, and WEEAP products will help those providing technical assistance for sex desegregation through Title IV of the Civil Rights Act. Federal managers of sex equity activities should meet with representatives of women's and sex equity groups to examine the current allocation of Federal support for sex equity and jointly set priorities among sex equity activities. They should identify areas where it may be possible to secure additional sex equity support fairly easily.

Our knowledge of the current programs to support special groups of women suggest that much effort is needed to help poor women, elderly women, and minority women as compared to middle class women who may be primary beneficiaries of some current programs such as those for displaced homemakers.

Very little support is available for educational research and development programs designed to help educators take advantage of the changes resulting from Title IX regulations requiring co-ed physical education and athletics. We also believe that it is important to design those programs primarily intended for women and those where women happen to be the major beneficiaries so that they will purposely reduce sex stereotypes. In the education area we believe all programs ranging from teacher centers to the Emergency School Aid Act programs, to consumer and homemaking programs should include specific provisions to decrease sex stereotypes.

11. Provide Leadership to Federal Staff to Encourage Them to Promote Sex Equity in Their Education-Related Activities.

Background: Although there are Federal laws, such as Title IX, WEEAP and the Vocational Education Act, sex equity provisions, and scattered agency advisory council resolutions, we are unaware of any comprehensive agency policies related to sex equity. An example of a specific policy objective would be to ensure that programs include some focus on promoting sex equity in program activities. After many years, the Department of Education procurements regularly require compliance with nonsex-descriminatory employment provisions of Title IX and Title VII, but they do not regularly include provisions ensuring sex equity in the program activities. Thus, it would be desirable to include sex equity as an important consideration in all program guidelines, as it is in the vocational education area, and to provide substantial incentives for this compliance in the funding evaluation criteria.

Our survey indicated that professional agency staff members who did not have full-time jobs in the sex equity area had little knowledge of sex equity components or possibilities in programs they administered.

Specific Actions: Each department and agency should develop and publish a comprehensive policy to promote sex equity in education-related areas. In the program policy area, the leaders of the departments and agencies should make it clear to their staff that their programs are to be administered so that they adhere to this sex equity policy.

These agency leaders should consider using a broadly participatory mechanism to involve their Federal staff and knowledgeable external sex equity advocates in establishing specific sex equity objectives. As suggested earlier, plans should also be made to develop procedures to implement these sex equity policies and objectives and to monitor the degree to which they are achieved.

More Federal program staff should be given responsibility for promoting sex equity in the programs they administer. This increased responsibility for sex equity could be accomplished in two ways. Both may be used. First, give more of the staff full-time responsibilities for sex equity in their program areas. Second, give a large number of strategically located program managers part-time responsibility for promoting sex equity in their program areas. It will be important for individuals in both of these jobs to have a personal commitment to

increasing sex equity and to have adequate opportunities to interact with each other and participate in regular, sex equity policy development and monitoring activities with their department or agency leaders.

II. ADVICE TO SEEKERS OF FEDERAL SEX EQUITY FUNDS

The first section of this publication focused primarily on what the Federal Government was doing or could do to support sex equity. This section offers individuals outside of the Federal Government some general strategies for obtaining Federal funds for sex equity projects. Suggestions include locating and maintaining Federal funding sources, preparing winning proposals and increasing total Federal support for sex equity. They are based on insights gleaned from our March 1980 survey of Federal sex equity funding and on comments of participants in the April 1980 AERA annual meeting symposium on "Funding Opportunities for Research on Sex Equity." Many of the specific recommendations were excerpted from the talks of two experienced and successful fund seekers, Sarah Newcomb, who sought external funding for the New York State Department of Education, and Carolyn Elliott, the former director of the Wellesley Center for Research on Women.

Locating and Maintaining Federal Funding Sources

The following suggestions are intended to help sex equity fund seekers locate potential sources:

1. Review Federal Agency and Program Descriptions in This Publication

Review the Federal program descriptions in section III of this paper and request specific information from programs of interest. Such information may include lists of agency awards, specific funding announcements, and information on how to be added to lists of bidders.

2. Strategies to Learn Enough about Funding Agencies to Decide Where to Go

To learn more about the nature of funding from a particular agency or program you may want to visit them, ask to serve as a reviewer (but not when or where you submit a proposal) and ask to be put on their mailing list for funding announcements and annual reports. You may also want to investigate and identify sex equity projects previously funded by the program or agency and use this information as a lead to hunt for funding in your area of interest.

3. Look for Funds Outside of the Programs Specifically Identified as Supporting Women's Educational Equity

Since the specifically targeted sex equity dollars are limited, in many cases, you should explore the possibilities of doing sex equity work within programs that have mission priorities other than sex equity. As you identify these programs, seek out help from staff members who know and care about sex equity issues. Their advice may save you both time and effort. If you have trouble locating these individuals from other network contacts or referrals, the agency's Federal women's program manager may be helpful. If you have an idea for a particular content area, ask the Federal program staff members how they might respond to a proposal emphasizing sex equity dimensions.

4. Consider Applying for "Less Popular" Types of Procurements

Individuals interested in securing funds for sex equity might consider responding to requests for proposals resulting in contracts as well as grants. Our survey indicated that while there are often many more high quality applications for grant competitions in the sex equity area than can be funded, several Department of Education contracts dealing with sex equity were cancelled because there were no qualified applicants. Past levels of competition will guide you to where you want to spend your proposal-writing energies. Also, do not neglect seeking unsolicited funds. Some agencies, NIE for one, have regular procedures and review cycles where they can consider funding projects that are not direct responses to specific program funding announcements. The Community Services Agency (CSA) typically uses this procedure to fund projects in new areas. The current CSA projects to help women were funded in this manner. NIMH primarily funds unsolicited research projects since most of their money is not earmarked for specific programs.

5. Remember that States and Other Educational Agencies Sometimes Administer Federal Funds That May be Used for Sex Equity Purposes

Where Federal money is available directly from the states, such as it was in Title IV of the Higher Education Act or is in the current Vocational Education Act, states often choose to support sex equity projects. Be sure to check out these possibilities.

6. Send Proposals to Multiple Sources

If appropriate, you may want to adapt a proposal you have written for a specific source to the priorities of other funding sources and submit it to more than one place. If you do this, however, please indicate so to the agency reviewers and be sure not to accept double payment for the same work. To stretch their own limited budgets, Federal agencies are often happy to jointly fund work of mutual interest or to fund projects with other funding sources such as foundations. Interested individuals within agencies will often refer you to funding sources more closely related to your needs. If you apply for Federal support, remember that it generally takes the Federal Government a longer time to make an award than foundations or other

funding sources and that Federal reporting, data maintance and other requirements are apt to be more rigorous than those of other sources.

7. A Greater Understanding of Specific Programs of Interest may Help you Receive Funding Next Time

Remember, whether you win or loose a particular competition you will probably want to submit more proposals to the program in the future. Thus, learning how the organization and the review procedures work is important.

8. Help the Program Officer Staff Help You

Communication with the funding agency is a two-way street. To facilitate the program officer's helping you, you need to understand the point of view of the program officer.

Preparing Winning Proposals

Fortunately, there are many publications and organizations that provide advice and assistance on securing external financial support. The following proposal writing pointers derived from our April 1980 Funding Symposium are generally similar to advice from other sources. Where possible, however, we have tried to highlight nuances involved in writing proposals for the Federal Government.

1. Justify Your Request for Federal Funds

The most important thing in looking for funding is to know why you need the money. Although that sounds pretty simple, after all everybody knows why they need money, putting it down on paper can be difficult. You must have an overriding need and you must be able to justify it effectively against all other needs, many of which will be presented by men. One thing to do when you think about your problem is go through all your organizational capacities and resources and think about what you have that could solve a problem without any help.

2. Focus Your Review of the Literature

Unless requested otherwise in the proposal guidelines, the review of the literature should be explicit, focusing on your problem and justifying your choice of solutions. It should not be intended as a demonstration of your knowledge of the entire field.

3. Keep Your Proposal Concise and Consistent

Longer is not better. Program officers read large numbers of proposals, and brief ones that are complete and have all the information up front are far more convincing than long, rambling treatises that academics feel compelled to write. Do the work for the reader, make all the transitions clear, show how one section relates to another section, show how the data will

help you to answer the question you posed in the first place. Never fear that you are being perfectly obvious, unless, of course, you are being redundant. It is also a good idea to attach an abstract or executive summary of what you propose to do.

4. Be Responsive to Federal Guidelines

Write your proposal to be responsive to the Federal guidelines. If competitions based on similar guidelines were issued before, ask to review copies of the winning proposals.

5. Request Constructive Criticism of Your Proposal

Ask others to criticize drafts of your proposal. Take advantage of assistance the agency may offer in writing proposals. The Women's Educational Equity Act Program, for example, sponsored a "Women's Educational Equity Proposal Development Project" that had training sessions throughout the nation. The National Endowments for the Arts and for the Humanities, (NEA and NEH) will provide assistance in writing proposals to them if they like your ideas. On the other hand, do not ask a Federal employee to help you write a proposal for another agency or program competition. Such a request may result in illegal conflict of interest.

Similarly, most government agencies are requested to give you comments on your proposals and you should be sure to request them so that you can learn how to improve future proposals.

6. Write an Interesting Proposal and be Prepared to Sell It

Try to make your proposal interesting and memorable. Take stands; tell what it is you think you will find out, rather than simply that you will study the relationship of one thing to another. It is quite possible to tell what it is you think you will find out without seeming as though you are foreclosing alternatives, which you certainly do not want to do. It is much more interesting to be specific. To study whether women's employment causes divorce is much more interesting than to study the relationship between employment opportunities and family life.

It has also been pointed out that you have to sell your proposal. This is really a selling job; I do not mean an overselling job, but it really is a selling job. A man that I spoke to told me that the biggest problem women face in getting funding is getting taken seriously.

7. Propose that Women Assume Responsible Positions in the Management of the Proposed Project

Many reviewers of Federal proposals are becoming increasingly wary of figure head principal investigators who are frequently white males. To encourage appropriate assignment of responsibilities, proposal reviewers often want to know the authorship of sections of the proposal. Thus, as women take responsibility for preparing proposals they should request commensurate responsibility and salary in completing the work if they receive the requested contract or grant.

8. Request Adequate Budget and Time Periods to Complete the Proposed Work

Similarly, women should be careful not to underestimate the amount of work required and the costs. If they believe that they need multi-year funding support, they should request it. The funding agency can always negotiate to cut the time period or budget. Conversely, it is more difficult to secure supplementary support after the initial request, even if the funding agency is enthusiastic about the proposed work.

9. Sometimes it May Help to Mainstream Your Sex Equity Concerns

Mainstreaming women's concerns might help. For example, you might want to talk about spouse abuse instead of wife abuse, and there are other ways to generalize your approach and improve your chances for funding.

Increasing the Total Amount of Federal Support for Sex Equity in Education

Although you may be primarily concerned with locating support for your own sex equity projects, we all must work together to ensure continued increase in the total amount of funds available for sex equity, especially since there is no consensus on this need. Concerned sex equity advocates need to play an active role in the Congressional hearings on the Vocational Education Act reauthorization. They may also identify gaps in current Federal funding and help initiate new legislation. The National Commission on Working Women recently was successful in encouraging the U.S. Senate to pass a "Women's Worksite Development and Demonstration Program" as part of the Title I reauthorization of the Higher Education Act. The National Coalition for Women and Girls in Education and other groups also are active in urging increased Congressional support of sex equity programs, such as the Women's Educational Equity Act.

In addition to Congressional contacts to support specific legislation, you may want to let appropriate Congressional staff members learn of your specific sex equity funding needs. Almost every Congressional office, whether it is the office of a representative or a senator, has somebody assigned to do grants for at least part of the time. You need to write your legislator and perhaps send along a copy of your proposal, or you might want to find the specific person and give them a call and tell them that your proposal is going in. That person might be able to call over to the funding source and say this proposal is coming, we are interested. Or, in the event that you flunked, this proposal went, how come it flunked? Just be sure that you do not ask them to do anything unethical. What you want is just an expression of interest, and be sure that they know thay you are requesting merely an expression of interest or a phone call. Such Congressional inquiries also suggest Congressional interest in sex equity to the agency staff.

III. DESCRIPTION OF SOME FEDERAL FUNDING SOURCES FOR SEX EQUITY RELATED TO EDUCATION

Key Sex Equity Funding Programs

To help individuals interested in learning more about potential funding sources, we have included descriptions of Federal programs that can fund sex equity projects related to education. For sex equity funding outside of education, you may be able to locate other helpful publications, such as Federal Funding Resources: Sexual Assault/Domestic Violence.* Many publications are also available that provide general "how to" advice on securing funding.

Services, such as the Federal Resources Advisory Service, Washington Representative Services, and the Women's Action Alliance, help fund seekers through their newsletters, workshops, and critical reviews of proposals.**

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

AGENCY OVERVIEW

To promote and secure educational equity for women and girls, the Federal Government supported demonstration, research, dissemination, and innovative activities of national, statewide and general significance through the WEEA Program. These activities are funded through grants and contracts. WEEA received it's first funding in FY'76 with an appropriation of $6,270,000. Since that time appropriations have increased by 1 million dollars per year to the FY'80 level of $10 million.

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*Copies available free from: National Rape Information Clearinghouse, National Center for Prevention and Control of Rape, NIMH, Parklawn Building, 5600 Fischers Lane, Rockville, MD 20857.

**The addresses of these three organizations are, respectively: 1818 R Street, NW, Washington, DC 20009 (202/387-3760); 4040 N. Fairfax Drive, Arlington, VA 22203 (703/243-8912); 370 Lexington Avenue, New York, NY 10017 (212/532-8330).

SIGNIFICANCE FOR SEX EQUITY

The WEEA Program is involved in sex equity, as it pertains to education. Its objective is to provide educational equity to women and girls at all levels of education.

WEEA PROGRAM COMPETITIONS

FY	WEEA Program Applications Received	Competitions Total Funded	Total Am't Granted
78	498	70	5,274,535
79	639	74	5,672,068
80	960	67	---

NATURE OF THE ASSISTANCE

Small Grants	Range:	$15,000 - $25,000
	Average:	$25,000
	Length:	1 year
General and Continuation Grants	Range:	$80,000 - $175,000
	Average:	$96,000 - $100,000
	Length:	Applicants may propose and justify multi-year programs

EXAMPLE OF WEEAP PROJECT

Dr. Robert M. Wilson--University of Maryland, College Park, MD
FY'78 $107,532
"Developing Career Awareness in Young Children/Program for Parents"

BUDGET

FY	
78	$ 8,085,000
79	$ 9,000,000
80	$10,000,000

WHO MAY APPLY

The competitions are open to individuals, state and local governments, private nonprofit organizations, and institutions, including student community groups.

PUBLICATIONS AND AGENCY CONTACTS

For detailed information on the Women's Educational Equity Act Program and for statistical breakdown on the distribution of contracts and grants, request a copy of the Annual Report. This and all requests for information should be addressed to: Leslie Wolfe, Donahoe Building, Room 1105, 400 Maryland Avenue, SW, Washington, DC 20202 (202/245-2181).

NATIONAL INSTITUTE OF EDUCATION

AGENCY OVERVIEW

The National Institute of Education (NIE), located within the Office of Educational Research and Improvement, is the primary Federal agency for educational research and development. Its two part mission is to promote equity and to improve educational practice. To implement the equity work, NIE funds research, development, evaluation, dissemination, and technical assistance projects in its three program areas: Teaching and Learning (T&L), Educational Policy and Organization (EP&O), and Dissemination and Improvement of Practice (DIP).

SIGNIFICANCE FOR SEX EQUITY

In FY'79, NIE was responsible for about 700 ongoing projects. About 125 of these projects had some focus on sex equity. Forty-five of the 70 sex equity research projects are monitored by the Social Processes/Women's Research Team in T&L. The Minorities and Women's Program in DIP manages about 50 technical assistance projects designed to increase the participation of minorities and women in educational R&D. Most of these projects are located in universities. The others are funded through announcements of the NIE program areas or through the NIE unsolicited proposal procedure.

SOCIAL PROCESSES/WOMEN'S RESEARCH TEAM

The majority of the ongoing projects monitored by this team focus on women in science and math and, in particular, the internal and external barriers contributing to women's unequal achievement and occupational attainment relative to men. In 1980 the team requested proposals for several 3 year contracts to conduct "Research on How to Promote Sex Equity in Classroom Interactions." The 1982 and subsequent research grant announcements will focus on:

- Gaining a better understanding of the social influences that perpetuate sex inequities,
- Development of improved theoretical and empirical bases for interventions, which may lead to an expanded range of educational and/or occupational opportunities or an enhancement in the abilities of women, minority women in particular, to participate more fully in all levels of society, and
- Research on "socialization for new roles"--studies of the types of learning and support necessary for the successful adaptation of both men and women to their emerging and future roles. These studies may address the ways teachers and practitioners can promote positive student behavior in both sexes (e.g., caring, helping, and altruism), behavior that may have been associated with the female role only. They may also include studies of the education of girls and women for new positions of status and leadership, and how this can be most effectively accomplished.

SOCIAL PROCESSES/WOMEN'S RESEARCH TEAM COMPETITIONS

FY	Applications Received	Total Funded	Total Am't Granted
78	97 (203 for all 4 equity areas)	9	$257,789
79	160	11	$981,489 (FY 79-81 Funds)
80	(No Grants Competition, but request for Contracts on "Research to Promote Sex Equity in Classroom Interactions")		

NATURE OF THE ASSISTANCE

Research Grants

Range: $14,000 to $179,000
Average: $50,000
Average Length: 2 years

MINORITIES AND WOMEN'S PROGRAMS

The Minorities and Women's Programs supports a variety of projects that create opportunities for advanced study and practice for minorities and women in the field of educational research and development. The objectives of the program are to:

- Help minorities and women to participate at an advanced level of educational research and related work.
- Assist institutions to establish policies and practices that
  - -Enhance participation of minorities and women in all aspects of educational research, and
  - -Overcome barriers to recognition of their research contributions, perspectives, and interests.
- Develop knowledge, information, and strategies to advance the foregoing objectives.

Proposals for grants under the Program are evaluated through a peer review process, designed to advance the program goals. The review consists of two, week-long conferences at which first- and second-time reviewers (consisting predominantly of minorities and women) work together.

MINORITIES AND WOMEN'S PROGRAM GRANTS COMPETITIONS

FY	Applications Received	Total Funded	Total Am't Granted	Total Program Budget
78	213	23	$1,700,000	$2,600,000*
79	161	18	$1,300,000	$3,200,000*
80	continuation of funding of earlier awards.		$2,305,000	$2,700,000 $3,400,000

*includes .5-.7m to laboratories and centers

NATURE OF THE ASSISTANCE

Technical Assistance Grants	Range:	$40,000 to $139,000
	Average:	$75,000
	Length:	2-3 years

Both of these program areas had grants competitions in FY'78 and FY'79, and the Minorities and Women's Program plans an FY '81 grants competition. Staff from both these programs and many other individuals in all Institute program areas monitor sex equity related research. These projects are funded from the unsolicited proposal competition or under procurements focusing primarily on other topics, such as an RFP "The Impact of Public Policy on Education and Training," which has a special emphasis on the role of training in non-discrimination; Grants for Research on Organizational Processes in Education from EP&O; or the Teaching and Learning Grants Program.

EXAMPLES OF NIE SEX EQUITY PROJECTS

Gloria Cowan and Jill Kasen--California State College, San Bernadino, CA
FY'78 - FY'79 $33,811 (Social Processes/Women's Research Team)
"The Letter of Recommendation: A Key to Women's Career Equity in Academia"

Arlene Kaplan Daniels--Program on Women, Northwestern University, Evanston, IL
FY'78 - FY'79 $93,930 (Minorities and Women's Program)
"Post-Doctoral Training to Develop new Opportunities in Educational Research for Women and Minorities"

Joan Goodin--Center for Women and Work, Washington, DC
FY'77 - FY'80 $525,000 (Educational Policy and Organizations)
"National Commission on Working Women"

Dee Ann Hall--Central Missouri State University, Warrensburg, MO
FY'79 - FY'80 $112,966 (Teaching and Instruction, Teaching and Learning)
"Teachers as Persons: Case Studies of the Lives of Women Teachers"

BUDGET

FY	Amount for Sex Equity Including Entire Minorities and Women's Program	Total NIE Program Budget
78	$5,800,000	$76,600,000
79	$5,100,000	$80,200,000
80	$3,180,000	$74,100,000

WHO MAY APPLY

Colleges, universities, State Departments of Education, local education agencies, nonprofit agencies, organizations, groups, and individuals all may apply. For profit corporations, institutions, and agencies may only be awarded contracts.

PUBLICATIONS AND AGENCY CONTACTS

To learn more about previously supported NIE Sex Equity projects, request Sex Equity in Education, NIE-Sponsored Projects and Publications and the brochure Minorities and Women's Programs. For guidance on new NIE funding opportunities, request Funding Opportunities in NIE for the current fiscal year and information on applying for unsolicited proposals. These publications are available from the Office of Public Information, NIE, 1200 19th Street, NW, Washington, DC 20208. Dr. Gwendolyn Baker (202/254-8827) may be contacted for additional information on the Minorities and Women's Program, and Drs. Susan Klein or Jeana Wirtenberg (202/254-6572) for information on the Social Processes/Women's Research Team.

VOCATIONAL EDUCATION ACT PROGRAMS

AGENCY OVERVIEW

The current Vocational Education Act, which is due to expire on September 30, 1982, is located within the Office of Vocational and Adult Edcuation. Under the act, organizations interested in securing support for sex equity projects in vocational education can either respond to requests for proposals to win a contract based on OVAE needs and yearly initiatives, or they can submit unsolicited proposals. The "Projects of National Significance" program is funded at $7 million in FY'80 and another $7 million in FY'81 and currently budgeted to receive $29,794,150 in FY'82 program funds. Vocational education funds, which may be used for sex equity, are likely to be more abundant and easier to acquire through State Departments of Education, than by going directly to Washington.

SIGNIFICANCE FOR SEX EQUITY

The Vocational Education Act of 1976 has four major purposes, one of which is the elimination of sex-role stereotyping in occupational training.* It also calls for the reduction of sex bias in vocational programs and programs of instruction supporting vocational education.

The money allocated to the Vocational Education Act is distributed at two levels--state and Federal.

STATE SEX EQUITY PROGRAMS

State agency responsibilities include handling grants from the Federal Government and planning for the allocation of funds. Each state has to write both a five year and an annual Federal vocational education plan. According to the law, each state has to conduct annual public hearings on their state plan, has to do statistical reporting on enrollments and graduate follow-ups by sex and racial/ethnic group, and also has to expend $50,000 every year to hire full-time

*Most of the following information has been excerpted from the AERA Funding symposium presentation by Betty Schmidt, Chief of the Bureau of Vocational Program Planning and Development in the Connecticut State Department of Education.

personnel in the state agency to pursue sex equity in vocational education. The legislation provided for uses of these funds in each state under seven general areas. Each state must use support services for women entering vocational programs designed to prepare them primarily for jobs in nontraditional occupational areas. Additional support services may include funding of counseling, job development, job follow-up support, and preparing women as vocational instructors. A third area where funds may be used is for day care services for children of students enrolled in vocational programs. (Few states are currently using money for that provision of the law.) Fourth, the Federal funds provide monies to the states that may be used for guidance and counseling and specifically to address training for counselors, the changing work patterns of women, and overcoming occupational stereotyping. A fifth category is grants to overcome sex bias, including research on ways to eliminate sex stereotyping, design curriculum materials for sex-free or sex-neutral curriculum, and the development of criteria for review of curriculum materials. A sixth category supports consumer and homemaking programs that must encourage both female and male students to prepare for roles as homemakers and wage earners. Traditional sex-role stereotyping has prevented or discouraged young men from getting into consumer and homemaking programs. Finally, under the vocational program improvement projects category, states may fund research studies and exemplary innovative programs. The law clearly says that states must give funding priority to projects designed to reduce sex-role stereotyping in occupational training.

Each state must publicize the availability of funding for research, curriculum, and innovative programs via some process like a request for proposals. Inquire in your state how this is being done and when the funding cycle begins. In Connecticut, requests for proposals require that all proposals address sex equity every year. Connecticut includes sex equity in the evaluation criteria and targets at least one priority area for sex equity each year. Last year Connecticut surveyed and evaluated services to its displaced homemakers through a $17,000 vocational education funded project.

In the coming year Connecticut will spend $185,000 on research projects, $150,000 for model programs, and $140,000 for curriculum development projects. Although the money does not sound like a lot, Connecticut is a very small state and in terms of leverage and utility it is a considerable sum.

Nationally, in terms of grants to overcome sex bias using the vocational education money, 35 states in 1979-80 were spending over $2 million of their Federal Vocational Education funds to provide grants to local school districts and community and junior colleges to overcome sex bias. In the displaced homemaker programs, 55 states and territories reported that they are using about $3 million to direct services for displaced homemakers.

Most of the Federal vocational education funds available for sex equity by the states come from the following programs. In order to receive Federal funds, states must match them with state and local contributions.

BUDGET

	1979	1980 estimate	1981 estimate
Basic Grants	$474,766,000	$562,266,000	$474,766,000

The $50,000 available for each state sex equity coordinator is provided from this budget category. Additionally, states must spend some of these funds for displaced homemakers. Fifty-five states and territories are planning to spend $2,797,590 in this way. While 10 states are planning to spend over $100,000 for displaced homemakers, 9 are spending less than $5,000.

	1979	1980 estimate	1981 estimate
Program Improvement and Supportive Services	$112,317,000	$124,817,000	$132,217,770

Although states have the option of using some of these program funds for overcoming sex bias, in FY'80, 35 states planned to spend $2,339,986 of these Federal funds for sex equity. States must give priority to exemplary and innovative projects designed to reduce sex-role stereotyping.

	1979	1980 estimate	1981 estimate
State Advisory Councils	$6,073,000	$6,500,000	$6,500,000

The State Vocational Education Advisory Councils may support low cost sex equity projects.

	1979	1980 estimate	1981 estimate
Consumer and Homemaking Education	$43,497,000	$43,497,000	$43,497,000

The Consumer and Homemaking Education Program provides funds to states for use by local education agencies and other eligible recipients to conduct training programs for male and female youths and adults in consumer and homemaking education. One-third of these funds are used to conduct programs in economically depressed ares with high rates of unemployment. A portion of these funds are used to promote and ensure sex equitable practices in the development of curriculum materials. This is exemplified in the increased enrollment of males in consumer and homemaking programs. The support to state education agencies in FY'79 ranged from $14,173 to $3,561,349. The average award was $718,016.

PROGRAMS OF NATIONAL SIGNIFICANCE

Programs of National Significance provide Federal leadership for innovation and improvement in vocational education. The primary funding method is through contracts. Project support includes nationally significant research and development, exemplary and innovative programs, curriculum revision, development and dissemination, personnel training, and demonstrations.

In FY'79 the Office of Education awarded 19 contracts totaling $7.6 million for projects intended to improve vocational education. These projects were targeted at the vital national needs in vocational education. Among these priority targets, one designated need was for "programs designed to attract women into non-traditional occupations and facilitate employment of displaced homemakers." This criteria, along with other broad based initiatives, brought about the proposed program objectives for FY'81 and FY'82. Four of these objectives include the promotion of equity related to the unequal treatment of women, minorities, handicapped, and disadvantaged persons in education and occupations traditionally unaccessible to these population groups. In FY'81 and FY'82, $8.7 million have been proposed for appropriation to promote vocational equity including race, sex and handicap. In FY'81, $3.55 million of these equity funds are to be used for expanding representation, materials development, and outreach.

NATURE OF THE ASSISTANCE

Grants and Contracts	Range:	$392,293 - $512,197
	Average:	$411,669
	Length:	1-3 years

BUDGET--PROGRAMS OF NATIONAL SIGNIFICANCE

FY	Contract Proposals Received	Total Number of Projects Funded	Number of Sex Equity Projects Funded	Money for Sex Equity Projects
79	256	19	4	$1,646,667
80	---	10	2	$ 496,667

In 1981, out of a total budget of $10 million for Programs of National Significance, about $2 million will be available for new contracts.

EXAMPLES OF VOCATIONAL EDUCATION SEX EQUITY PROJECTS

Dr. Wilma P. Griffin--University of Texas, Austin, TX
FY'78 $98,693 (Grant from the State of Texas)
"Stamp Out Sexism: Texas Awareness Project"

Vivian Guilfay--Education Development Center, Newton, MA
FY'79-FY'81 $488,017 (Programs of National Significance)
"Identification and Development of Procedures for Facilitating Access to Employment Through Vocational Education for Displaced Homemakers"

WHO MAY APPLY

Competitions at the Federal level, administered through the Department of Education, are open to state and local education agencies, institutions of higher education, public and private research organizations, and individuals. State Departments of Education each have their own rules by which organizations, institutions or higher education, and local education agencies may apply for Federal and State Vocational Education funds.

AGENCY CONTACTS

For more specific information contact the Office of Vocational and Adult Education, ROB 3, Fifth Floor, Washington, DC 20202. Address your questions to the appropriate individual: Barbara Bitters--Sex Equity (202/245-8176); Howard Hjelm--Programs of National Significance (202/245-9634); or Bertha King--Consumer and Homemaking Education (202/245-3478). At the state level, contact your state department of education, vocational education director, sex equity coordinator, or state supervisor of consumer and homemaking education.

CIVIL RIGHTS ACT, TITLE IV

AGENCY OVERVIEW

The Civil Rights Act, Title IV, Training and Advisory Services is one of the two Equal Education Opportunity programs within the Office of Elementary and Secondary Education and administered by Shirley McCune.* Her larger program, the Emergency School Aid Act (ESAA), provides assistance to state and local education agencies (SEA's and LEA's) for race desegregation efforts. Title IV of the Civil Rights Act provides the training and technical assistance services for race, sex, and national origin efforts. To understand the scope of these programs, in FY'80 ESAA will distribute about $269 million for a variety of race desegregation programs, including grants for basic support of LEA's desegregation efforts, magnet schools, arts programs, SEA grants, planning grants, grants to the nonprofit organizations, grants for ESAA television and radio, and grants for ESAA evaluation.

About $40 million in funds go for programs designed by the local education agencies for training of educational personnel. Although the emphasis is clearly race desegregation, there has been a trend to encourage more training dealing not only with race desegregation, but with sex and national origin desegregation as well.

*This information is excerpted from Shirley McCune's presentation at the April 1980 AERA Funding symposium.

SIGNIFICANCE FOR SEX EQUITY

This year the Civil Rights Act, Title IV program for equity training and technical assistance, will be distributing $46 million ($26 million to race desegregation, $11 million to sex desegregation, and $9 million to national origin). If we find that we have very different demands for funds, these numbers may change somewhat. We expect in the future to expand the funds for national origin and sex desegregation because we feel that some of the ESAA funds can be used for race desegregation. The FY'81 budget includes a requirement for the increase of sex desegregation funding to $16 million. Early projections for FY'82, at least before the current budget crisis, were to have sex desegregation up to about $24 million.

Grants are available for basically four categories of programs. The first category is Desegregation Assitance Centers (DAC's). Of the 34 DAC's, 10 of them are for sex desegregation purposes, with one in each of the 10 Department of Education regions. In addition, we fund state education agencies (a total of 87, and 34 are for sex desegregation); training institutes, which are basically given to higher education institutions; and LEA's directly. The Civil Rights Act, passed in 1964, only authorized funds for race desegregation. Only since 1976 have funds been available for sex desegregation. Sex desegregation support has grown fairly quickly in comparison to the total program. However, given the fact that over 50% of the nation's students are female, the demand is not nearly great enough. This is true, in part, because the program uses the term desegregation, which may be a foreign term to individuals working in sex equity. It may also be that people just are not familiar with the mechanism.

Title IV grantees are funded to carry out training and technical assistance services to assist LEA's to come into compliance with Federal nondiscrimination laws and regulations and, in the case of race desegregation programs, to conduct training and technical assistance related to implementation of a desegregation plan. In the past the program has not encouraged the development of models or the development of materials. But that will probably change and people will be encouraged to do much more in the areas of documentation, materials development, and dissemination of information.

In the future this program will move toward achieving three major goals. Those future goals will be to place greater emphasis on coming into compliance with Federal nondiscrimination laws and regulations, to see this program as the vehicle for providing institutional support for reform of educational policies, practices, methodologies, and the structure of school districts, generally, and to focus the attention of Title IV projects in new areas. Our Title IV projects have given very little assistance to Vocational Education. That will be a priority for this year, as will the equally neglected area of early childhood education.

ROLE OF FUND SEEKERS

The first thing you can do is let educators, researchers, people in post-secondary areas who are the recipients of grants, and particularly people in LEA's know about the programs. You can help community groups learn about the program and encourage them to get the word out. That way, not only will better and more diverse proposals for funding come in, but there will be more demands to build up for the program. So encourage people to apply for funds or apply for funds yourself. Second, increased coordination between race, sex and national origin is needed in order to build a collaborative model, which at least recognizes the needs in all three areas, and at the same time focuses sufficiently so that there is progress and some attainment of goals. Third, before any revision of the Title IV regulations can take place, there must be some input from those concerned with the issues of race, sex, and national origin. You can play a very important role in supporting sex equity concerns in those programs by showing up at hearings. People really do count the comments and the kinds of issues that are raised. Finally, in this time and age it goes almost without saying that Congressional support and support within the education community must be continually developed and extended.

TYPES OF SEX DESEGREGATION AWARDS

Recipient	1980 $ Est.	1980 No. of Awards	1981 $ Est.
SEA	$3.9 million	30	*
DAC	$4.4 million	10	---
Training Institutes	$2.0 million	12	---
School Boards(LEA)	$2.9 million	48	---
SEX TOTAL	$13.2 million	100	$16.6 million
CRA TOTAL	$45.675 million	238	$54.7 million

*Subject to change as a result of new regulations.

NATURE OF THE ASSISTANCE

Figures are total CRA figures for race, sex, national origin)

Grants	Range:	$14,000 to $400,000
Contracts	Average:	$157,058
	Length:	normally 1 year continuation is contingent upon the quality of new applications.

EXAMPLE CRA SEX EQUITY PROJECT

David Sadker--Mid-Atlantic Center for Sex Equity, Washington, DC
"Sex Desegregation Assistance Center"

BUDGET

FY	Applications Received	Total Funded	Number Sex Equity Funded	Total $ Appropriated	Sex Equity $ Appropriated
79	360	260	95	$41.4 million	$ 9.5 million
80	360	404	145	$45.7 million	$13.2 million
81	---	---	---	$54.7 million	

WHO MAY APPLY

Civil Rights Act, Title IV competitions are open to state and local education agencies, post-secondary education institutions, and both public and private nonprofit organizations.

AGENCY CONTACT

For more information on funding available through CRA, Title IV, write or call Monika Edwards Harrison, Special Assistant to the Deputy Assistant Secretary for Equal Eudcation Opportunity Programs, FOB 6, Room 2006, 400 Maryland Avenue, S.W., Washington, DC 20202 (202/245-8230).

Other Important Department of Education Programs

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

AGENCY OVERVIEW

The Fund for the Improvement of Postsecondary Education (FIPSE), under the Office of Educational Research and Improvement, is responsible for improving post-secondary educational opportunities by providing assistance to educational institutions and agencies to encourage a broad range of improvements and innovations. The Fund's primary funding strategy is to provide money for approaches to improvement at the operational or pilot stage. The annual program budget has been in the range of $11-13 million for fiscal years 1977, 1978, 1979, with approximately half this amount available for new grants each year. The Fund tries to be comprehensive and action-oriented

in its scope. Many winning proposals are in the area of education and work. Several trends, including career-related development, strengthening internship components and increasing the career and work orientations of the faculty at liberal arts colleges, have augmented this emphasis. The Fund has four separate support programs. However, all four may not hold simultaneous competitions during any given year.

- Comprehensive Program--accents proposals relating to any of the Fund's broad goals.
- Specific Focus Programs--accents proposals concerning a specific educational need or approach, as defined in the application.
- National Programs--accents proposals having a broad national significance, as defined in the application.
- Mina Shaughnessy Scholars Program--accents programs engaging individuals to contribute practical solutions to any of the problems facing post-secondary education.

Although the Fund does not theoretically support research, it is possible to receive funding for educational R & D through FIPSE's regular grants program. A considerable amount of "closet" R & D, especially research on women in higher education, is funded.

Research drives action, is the conventional view of research's role in education. FIPSE's attitude toward this role is just the reverse, action drives research, denoting that many action projects generate new research agendas and present new research findings.

Another aspect of educational R & D funding through FIPSE is support for the evaluation of existing public policies or programs. Although in the past the Fund has not supported many of these projects, there will probably be more funding in this area in the future. This could have a positive effect on sex equity issues.

In FY'80, 27% of the new grants funded by FIPSE contained specific mention of women's equity or educational needs.

NATURE OF THE ASSISTANCE

Grants	Range:	$4,000 to $200,000
	Average:	$60,000 annual
	Length:	maximum of 3 years

EXAMPLE OF FIPSE SEX EQUITY PROJECT

Sheila Tobias--Wesleyan University, Macon, GA
FY'75 $85,486
"Math Anxiety Clinic for Women"

BUDGET

FY	Applications Received	Total Funded	Women Funded	Total $ for Projects	Total $ for Women
78	1085	175	29	$12,000,000	$1,870,000
79	1535	84	27	$13,000,000	$1,579,725
80	----	100*	27*	$13,500,000*	$1,441,000

*Estimate.

WHO MAY APPLY

FIPSE grants are available to state and local education agencies, public and private post-secondary schools, private nonprofit organizations, unions, and business.

PUBLICATIONS AND AGENCY CONTACTS

The Fund has put out several useful reports designed to help potential fund seekers. Reports from the Fund: Projects Women I is available from Superintendent of Documents, US Government Printing Office, Washington, DC 20402; $1. Limited copies of Reports from the Fund: Projects Women II are available free from FIPSE. Also available from FIPSE is Resources for Change: A Guide to Projects (order either 1980-81); free. For additional information, write: Nancy Hoffman, Fund for the Improvement of Postsecondary Education, FOB 6, Room 3123, 400 Maryland Avenue, SW, Washington, DC 20202 (202/245-8091).

NATIONAL CENTER FOR EDUCATION STATISTICS

AGENCY OVERVIEW

The National Center for Education Statistics (NCES), Office of Educational Research and Improvement, collects and disseminates statistics and other data related to education in the United States and other countries. NCES coordinates information gathering activities for educational programs, and performs special analyses of and disseminates statistical data. The Center is divided into two major activities, education statistics and statistical services.

The Education Statistics Program aims to develop and sustain a center of education statistics on institutions and individuals for monitoring trends in education and providing information to confront policy issues. This information includes, employment status of recent college graduates, need for educational personnel in specialized areas, accessibility to post-secondary education for women and minorities, relationship of work and employment, and women in vocational education.

SIGNIFICANCE FOR SEX EQUITY

The data banks of the NCES contain information derived from its own surveys and from other agencies on all levels and types of education, including information on numbers and characteristics of women students, teachers and staff members. Studies of these data relating to sex equity have been conducted by NCES staff and by contractors. For example, the NCES staff did a study of women's colleges--their students, faculty and staff in higher education. NCES also contracted for a study of the patterns and effects of women's enrollment in high school mathematics. There is a good possibility that NCES will issue additional requests for proposals relating to sex equity in the future.

BUDGET

NCES Total Appropriation

FY'79 - $10,561,000
FY'80 - $ 9,940,000

AGENCY CONTACT

For additional information, contact: Theodore H. Drews, National Center for Education Statistics, 205 Presidential Building, 400 Maryland Avenue, SW, Washington, DC 20202 (301/936-7876).

CONSUMER'S EDUCATION

AGENCY OVERVIEW

The effort to educate consumers, centers upon the idea that individuals need to possess certain understandings and skills in order to participate intelligently in the economy and in the market place. Consumers' education teaches people to seek and recognize market alternatives and make analytical choices in relation to their personal values, as well as social, economic and ecological considerations. The Consumer's Education program under the Office of Educational Research and Improvement, provides grants and contracts for demonstration, dissemination, and training projects.

SIGNIFICANCE FOR SEX EQUITY

Women comprise a significant portion of the consuming population, but the consumers education program did not support specifically women targeted projects until 1977. In FY'77 and FY'78 only one of two projects addressed the needs of women consumers. For example, in FY'77 a training program for staff members of displaced homemaker programs was funded for $58,145. In FY'79 Consumers' Education funded three women's projects for a total of $190,039. A component of the criteria involved in the selection

of proposals states that the program design must describe the needs of a target group and include traditionally unrepresented groups in project activities.

NATURE OF THE ASSISTANCE

Grants	Range: $12,000 to $176,874
Constracts	Average: $56,281
	Length: average of 12 months

EXAMPLE OF CONSUMERS' EDUCATION SEX EQUITY PROJECT

The University of Texas, Division of Continuing Education, Austin, TX
FY'79 $73,037
"Consumer Finance: A Woman's Affair"

BUDGET

FY	Total Applications Received	Total Funded	Women's Projects Funded	Total $ Obligated	Women's $ Obligated
78	738	61	2	$4,068,000	$ 8,442
79	617	57	3	$3,601,000	$190,039
80	712	50-55	---	$3,617,500	---

WHO MAY APPLY

Grants are available to state and local education agencies, institutions of higher education, and both public and private nonprofit organizations, institutions, and agencies.

AGENCY CONTACT

For more information on grants competitions, contact: Dustin Wilson, Director, Consumers' Education, School Improvement, Office of Educational Research and Improvement, Riviere Building, Room 807, 400 Maryland Avenue, SW, Washington, DC 20202 (202/653-5983).

OFFICE FOR CIVIL RIGHTS

AGENCY OVERVIEW

The Office for Civil Rights (OCR) investigates complaints, initiates compliance reviews, provides technical assistance, and conducts research and evaluation in areas concerned with discrimination. The Office for Civil Rights aims to reduce existing discrimination on the basis of race, color, national origin, sex, age, or handicap in programs funded by the Department of Education. OCR enforces Title VI, Title IX, Section 504, and the Age Discrimination Act. FY'81 budget is expected

to be $47 million. Of this amount, approximately $12 million is spent on contract awards. Technical assistance (TA) activities account for most of this sum. Most technical assistance activities have focused on the handicapped. The current TA program, however, is beginning a new emphasis on sex equity. OCR does not conduct a grants program.

The Research and Evaluation Branch of OCR has a FY'81 budget of approximately $1.5 million. Contracts are competitively awarded through requests for proposals. The Research and Evaluation Branch's activities focus on research projects that provide background for OCR policy development (on Title VI, Title IX, Section 504 and the Age Discrimination Act), and on program evaluations.

Previous OCR research and evaluation studies include:

FY'78	The Capacity of State Agencies to Assist OCR Mechanisms for the implementation of Civil Rights Guarantees by Education Institutions.
FY'79	An Evaluation of the Civil Rights Effectiveness of Mandated Citizen Monitoring Committees. (with NIE)
	An Evaluation of Alternative Programs for Pregnant Students, Which Can Be Used as Models for Title IX Compliance. (with NIE)
	An Evaluation of the Effectiveness of Technical Assistance Provided to Encourage Compliance with Civil Rights Laws.
	An Evaluation of the Use of Mediation to Resolve Civil Rights Complaints.
	An Assessment of Current Knowledge About the Effectiveness of School Desegration Methods, Phase I. (with NIE)
	Study of Selection Placement of Students in Programs for the Mentally Retarded, Phase I. (with NIE)
FY'79-80	An Assessment of the Nature of Discrimination Experienced by Protected Group Members.
FY'80	An Evaluation of the Actual Cost Implications to Recipients of OCR's Survey Requirements.
	Study of Selection and Placement of Students in Programs for the Mentally Retarded, Phase II. (with NIE)

AGENCY CONTACT

For more information on the available funding, write Janice Pottker, Chief, Research and Evaluation Branch, Analysis and Evaluation Division, Office of Planning and Compliance Operations, Office for Civil Rights, Switzer Building, Room 5070, 400 Maryland Avenue, SW, Washington, DC 20201.

CAREER EDUCATION

AGENCY OVERVIEW

The Career Education program, in the Office of Elementary and Secondary Education, administers the two career education programs that were authorized by the Career Education Incentive Act of 1977. These are a State Plan/State Allotment Program and a smaller discretionary program.

Under the State Plan/State Allotment Program the funds appropriated by Congress each fiscal year are divided among participating states according to the proportion of each state's population aged 5 to 18. The state education agency then uses these funds in accordance with the approved state plan for career education, to further the implementation of career education programs in the elementary and secondary schools of the state.

The Discretionary Program authorizes the Department of Education to award discretionary grants and contracts. These awards support model demonstration projects, dissemination of information about Federal sources of occupational and career information, and dissemination of information about exemplary career education programs already in operation.

In FY'79 a total of $200,000 was made available for dissemination activities. No funds were made available for demonstration projects at either the elementary/secondary or post-secondary levels in FY'79. If, in future fiscal years, funding is made available for discretionary demonstration projects, a notice will be published in the Commerce Business Daily and/or The Federal Register. Although most of the discretionary career education awards are in the form of grants, a few procurement contracts might be awarded each year.

WHO MAY APPLY

Eligible applicants for demonstration projects for elementary, secondary, and post-secondary education include state and local education agencies, institutions of post-secondary education, public agencies, and nonprofit private organizations.

PUBLICATIONS AND AGENCY CONTACTS

Career Education publications of interest to fund seekers include Monographs on Career Education: Funding for K-12 (September 1979); Programs to Combat Stereotyping in Career Choice and Activities to Combat Stereotyping in Career Choice (April 1980); and Reducing Sex Stereotyping in Career Education: Some Promising Approaches (May 1979). For additional information, contact: Dr. Kenneth B. Hoyt, Career Education, Office of Elementary and Secondary Education, FOB-3, Room 3100, 400 Maryland Avenue, SW, Washington, DC 20202 (202/245-2284).

Other Departments and Agencies

IMPORTANT SEX EQUITY FUNDING PROGRAMS IN THE EDUCATION AREA

COMMUNITY SERVICES ADMINISTRATION

AGENCY OVERVIEW

The Community Services Administration (CSA), under the Office of Community Action, is the primary agency within the Federal Government for developing, testing, and operating various urban and rural programs designed to reduce poverty in the United States. CSA is distinguished from other agencies and departments in that its sole mandate is to assist the poor. Furthermore, its efforts and resources are concentrated on identifying and eliminating the causes of poverty, rather than only dealing with its effects. CSA attempts to promote appropriate institutional change and enable the poor to become self sufficient. CSA programs include economic development, energy conservation and weatherization, services for the elderly, community food and nutrition, state economic opportunity offices, housing, and community action.

SIGNIFICANCE FOR SEX EQUITY

Women comprise over 57% of the poverty population. The Community Services Administration provides and supports programs specifically designed to meet the needs of low income women, as well as many programs that address poverty issues that severely impact upon low income women (e.g., rural home repair, elderly nutrition program, home health care). Specific support for women and sex equity is written into the program policy statements of CSA's Office of Community Action (OCA). Its program development office currently funds approximately $2 million of R & D programs for low income women. Also located in the Office of Community Action, the Office of Regional Operations monitors regional offices and the approximately 900 Community Action Agencies. Community Action Agencies fund programs for low income women directly, using local initiative monies.

As the basis of its programs, OCA has identified certain priority policies. One such policy, "Employment and Training Programs for Women," includes projects that address sex discrimination, educational opportunities for low income women, supportive services such as day care and displaced homemaker services. Other priority areas within OCA concern employment, child care, health care, housing and credit needs, among others. Target populations include rural women, poor displaced homemakers, female heads of the household, elderly, and teenaged women. Through its agency policy and Community Action program, CSA has supported increasing numbers of projects to promote women and equity since FY'78. Most of CSA's funding supports unsolicited proposals that confront the needs of poverty populations in the United States.

NATURE OF THE ASSISTANCE

Grants
Contracts
Some Federal flow through

Range: $10,000 to $150,000
Average: $72,000

EXAMPLE OF CSA SEX EQUITY PROJECT

National Council of Negro Women, New York, NY
FY'78 $28,000 FY'79 $24,150
"Demonstration/Outreach, Training and Technical Assistance for the Doddesville Factory Project and the Oklahoma/Issaque Women's Opportunity Project."

UNSOLICITED PROPOSALS FOR WOMEN'S PROGRAMS

FY	Number of Applications Received	Number of Applications Funded	Money Appropriated
78	18	4	$ 848,445
79	40 specific 136 women related 176 total	10	$1,323,901
80	---	6	$1,500,000 (approx.)

BUDGET FOR ALL OF OCA

FY'79 - estimate $369,000,000
FY'80 - estimate $381,000,000

WHO MAY APPLY

Funds are available to any individual or group that addresses the needs of low income women in accordance with funding policy guidelines.

AGENCY CONTACT

For more information, write or call Mary Ann Mackenzie, Community Services Administration, 1200 19th Street, NW, Washington, DC 20506 (202/254-6390).

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

AGENCY OVERVIEW

The National Endowment for the Humanities (NEA) is an independent, Federal grant-making agency created by Congress in 1965 to support research, education, and public activity projects in the humanities.

The Endowment's grant-making operations are conducted through six divisions:

- Division of Education Programs
- Division of Fellowship and Seminar Programs
- Division of Research Programs
- Division of Public Programs
- Division of Special Programs
- Division of State Programs

According to the Act, which established the Endowment, the humanities include, but are not limited to, the fields of history, philosophy, languages, literature, linguistics, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches.

SIGNIFICANCE FOR SEX EQUITY

All six NEH Divisions provide support for women's programs:

- The Division of Education Programs supports exemplary projects that address the humanities content of education at all levels and that are critical to the teaching of the humanities in an institution, a region, or the nation.
- The Division of Fellowship and Seminar Programs supports individual study and research (both directly and through residential fellowships and summer seminars) that will enhance teaching in the humanities, make significant contributions to knowledge in the humanities, or increase understanding of the humanistic foundations of the professions.
- The Division of Research Programs supports long-range, collaborative research projects and the development of research tools in the humanities through its general research, research resources, and research materials programs.
- The Division of Public Programs supports projects that increase the adult public's awareness of the humanities through programs in libraries, museums and historical organizations, and the media.
- The Division of Special Programs supports innovative programs in the humanities including challenge grants; youth programs; science, technology and human values projects; and projects and programs that fall between or cross NEH divisional lines.
- The Division of State Programs supports state humanities committees in all 50 states, the District of Columbia, and Puerto Rico, which regrant funds for local and state projects in the humanities.

NATURE OF THE ASSISTANCE

The size of NEH grants varies widely depending on the nature and scope of the project being funded, on the intended audience, and on the amount of the cost being shared by the grantee.

EXAMPLES OF NEH FUNDING FOR SEX EQUITY

Andrea Hinding--Social Welfare History Archives, University of Minnesota
FY'75-FY'78 $438,453 (Research Resources Program)
To support a comprehensive guide to archives and manuscript collections on the past 300 years of the history of women in the US.

Connie Field--Clarity Educational Productions, Emeryville, CA
FY'80 $157,768 (Special Programs Division)
To support development of discussion materials and programs on the history of women and work in twenty cities across the US using the film "The Life and Times of Rosie the Riviter."

BUDGET

FY	Number of Women's Studies Grants	Total $ for Women's Studies	Total Budget for NEH Program
79	36	$1,693,065	$134.8 million
80*	65	$1,873,078	$138.7 million

*As of June 1980, with one quarter remaining in the fiscal year.

WHO MAY APPLY

Competitions are open to institutions, private nonprofit groups, individuals, and state humanities committees.

PUBLICATIONS AND AGENCY CONTACTS

For more information ask to have your name placed on the list to receive the General Program Announcement, Individual Program Guidelines for Each Division, and the Annual Report. This request and answers to any specific questions you may have should be addressed to Public Affairs Office, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506 (202/724-0256).

NATIONAL INSTITUTE OF MENTAL HEALTH

AGENCY OVERVIEW

The National Institute of Mental Health (NIMH) provides leadership, policies, and goals for the Federal effort in the advancement of mental health, the prevention of mental illness and the rehabilitation of affected persons. In the accomplishment of

these duties, the Institute supports and conducts research on the psychological, sociological, epidemiological, and biological aspects of mental illness and health, as well as research on the development and reformation of mental health delivery, administration, and financing. NIMH is responsible for many other support functions, such as training, advisory services, collaborative efforts, and program implementation.

SIGNIFICANCE FOR SEX EQUITY

NIMH supports research on women and changing sex roles through its small grants program as well as its extramural research competitions. Although the National Institute of Mental Health does not have a special program for studies related to women, it is strong in its commitment to research by and about women. Specifically, women's research at NIMH addresses the mental health or illness of the woman herself and her changing sex roles. Research areas include, but are not limited to, sex roles and stereotypes, women's work, marriage, divorce, women and depression, and women's mental illness and treatment. Not included are studies of family interaction or "mothering" where the focus is on the child. Studies in which women are merely part of the sample, but which are not exploring a question specifically relating to women, have also been excluded.

In FY'78, NIMH granted approximately $10 million for research on women. This $10 million supported 111 studies covering 12 broad topic areas. The greatest number of projects 34 were in the area of rape and battered women. The next largest category contained 21 studies dealing with women, mental health, illness, and treatment.

In FY'79, NIMH supported about $8 million worth of projects for research on women. Projects ongoing in 1980 included 104 studies in the 12 topics areas. Again, the greatest number of projects 28 totalling $2,838,632, were in the area of sexual assault, with the next largest 15 totalling $1,349,022 for mental health, illness, and treatment of women. Categories of greatest interest to education include sex-role socialization and development of children (10 projects totalling $487,043); women and achievement, work, status (13 projects totalling $579,838); and sex discrimination (3 projects at $157,757).

EXAMPLE OF NIMH SEX EQUITY PROJECT

J.E. Williams--Wake Forest University, Winston, NC
FY'78 $23,007
"Nature, Development, and Impact of Sex Stereotypes"

PUBLICATIONS AND AGENCY CONTACTS

Fund seekers might find Anne Fisher's publication, Women's Worlds--NIMH Supported Research on Women, quite useful. It is available from the Superintendent of Documents, Government Printing Office, Washington, DC 20402; stock no. 017-024-00798-6. For additional information, contact Joyce B. Lazar, Chief, Social Sciences Section, National Institute of Mental Health, 5600 Fischers Lane, Room 10C-09, Rockville, MD 20857 (301/443-3942).

NATIONAL SCIENCE FOUNDATION

AGENCY OVERVIEW

The National Science Foundation (NSF) promotes the progress of science through the support of reserach and education in the physical, natural, and social sciences, as well as mathematics and engineering. NSF awards grants facilitating the creation of a more effective supply of scientific personnel by furnishing opportunities at all educational levels. NSF also supports projects to refine the capabilities of academic institutions for education and research training by developing curricula and methods of instruction, to give support to the improvement of science education, and to design, develop, and evaluate instructional materials, courses, and curricula in an effort to provide information in science and technology to students pursuing careers outside of science. NSF is divided into seven major units called directorates, each of which is headed by an assistant director. The directorate relating to educational research is the Science Education Directorate, which is divided into four operating units:

- Division of Science Education Resource Input (SERI)
- Division of Science Education Development and Research (SEDR)
- Office of Science and Society (OSS)
- Division of Scientific Personnel Improvement (SPI)

The Science Education Directorate places special emphasis on three priority thrusts: early adolescence; groups underrepresented in science (women, minorities and physically handicapped); and out-of-classroom science learning. To carry out these priorities:

- Several programs have been instituted to deal explicitly with groups underrepresented in science and out-of-classroom science learning (e.g., Women in Science, Minority Graduate Fellowships, Physically Handicapped in Science, and Public Understanding of Science.
- Most other programs encourage proposals emphasizing these priority thrusts. Two examples of such "other" programs are described below (DISE AND RISE).

Development in Science Education, DISE.

Activities supported by DISE include:

- Development, testing and evaluation of new instructional materials.
- Design, testing and evaluation of innovative instructional delivery modes both in formal school settings, and in out-of-school situations.
- Identification of technologies that promise to enhance the effectiveness of science education; experimentation with and improvement of these technologies.

Research in Science Education, RISE.

RISE supports projects to provide comprehensive syntheses of research, which may have implications for science education, and empirical research to create knowledge important for science education. Special areas of interest include:

- Science for the Early Adolescent: Research elaborating biological, social, intellectual, motivational, and instructional factors that may specifically influence learning of science and mathematics during adolescence is especially encouraged.

- Science for Women, Minorities, and Handicapped: The RISE program has a particular interest in coming to understand those psychological, social, economic, and intellectual factors that would facilitate more participation in science-related activities by women, minorities, and handicapped.

- Technology in Science Education: There is a need for development of theory and research to guide us in making effective applications of technologies to problems of science and mathematics education, such as those of continuing education of scientists and engineers.

- Science Literacy: We live in a world built on the findings of science. It is a world in which the nature and quality of life rests, in part, on the ability of people to keep alive to the ideas of science, to acquire, and then maintain, a useful, updated level of science enlightenment. Research on science literacy questions may estend to out-of-school contexts for learning.

- Cognitive Processes and the Structure of Knowledge: Research in this area is intended to increase our understanding of the relationship between learning processes and the nature and structure of scientific and mathematics knowledge. The effort requires that eligible projects be interdisciplinary in nature, requiring expert knowledge of a scientific subject, sophistication in the methods and principles of cognitive psychology, and experience in instructing students comparable to those who will be studied.

SIGNIFICANCE FOR SEX EQUITY

Women in Science Program

The Women in Science (WIS) Program supports projects to develop and test methods to attract women to and retain them in science careers. Two types of projects are currently being supported, Science Career Workshops and Science Career Facilitation projects. Science Career Workshops introduce undergraduate and post-baccalaureate women to professional opportunities in science, mathematics and engineering by providing factual information and practical advice regarding careers in science. Science Career Facilitation projects provide specially designed training for women who earned college degrees in science at least 2 years earlier and who are not presently employed in the fields of their training or are underemployed. The additional training attempts to update their knowledge, preparing them for the scientific labor force or for graduate school.

TYPES OF AWARDS

Science Career Workshops (SCW).

Originally the SCW program provided small grants ($10,000) to universities to complete short multidisciplinary workshops. As a result of various recommendations in FY'80, however, the SCW sub-program includes some variations, including required greater participation of unemployed women scientists, extension of eligibility for SCW grants to include other science-oriented nonprofit organizations, and an increase in maximum funding for workshops from $12,000 to $20,000. Between FY'76 and FY'79, 99 grants were made for science career workshops. The average funding is $20,000 per project.

Science Career Facilitation Projects (SCF).

This sub-program brings its participants to a level making them eligible to enter graduate school or obtain immediate scientific employment. Because of a relatively small amount of funds available for SCF projects, support has been limited to projects in scientific areas where women are underrepresented. This resulted in funding projects primarily in engineering, chemistry, and computer science. From FY'76 to FY'79 a total of 33 grants were made for SCF projects. The average grant is $125,000 and each may last 3 years.

EXAMPLES OF NFS SEX EQUITY PROJECTS

Dr. Marvalee H. Wake--Lawrence Hall of Science, University of California, Berkeley, CA
6/78-11/78 $10,000 (WIS Project)
"Women in Science Career Workshops"

K.H. Pribram--Stanford University, Stanford, CA
FY'78-FY'82 FY'78 Funds $199,500 (RISE Project)
"Sex Differences in Perceptual, Motor, and Cognitive Skills as Related to Mathematics and Science"

BUDGET

Women's Programs in WIS, RISE & DISE

FY	Number of Applications Received	Number of Applications Funded	Money Appropriated
77	129	35	$ 938,318
78	106	35	$1,247,152
79	94	44	$1,243,295
80*	59	23	$1,021,011

*WIS only.

NSF budget FY'80 $975.6 million
Science Education Directorate budget FY'80 $75.7 million
WIS budget estimate FY'81 $1.4 million (unless Women in Science Act is passed, resulting in an increase).

WHO MAY APPLY

Competitions are open to public and private agencies, such as universities, colleges, associations, research institutions, and state education agencies.

PUBLICATIONS AND AGENCY CONTACTS

Some useful publications include Guide to Science Education Programs (SE 81-1); Guide for the Preparation of Proposals: Women in Science (SE 81-26); and Development in Science Education (SE 80-50). All these are available from Forms and Publications Office, NSF, #235, 1800 G Street, NW, Washington, DC 20550. For further information, contact Joan Callanan, WIS Program Manager, NSF, Division of Scientific Personnel Improvement, Washington, DC 20550 (202/282-7150).

POTENTIAL SEX EQUITY FUNDERS OUTSIDE OF EDUCATION

ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES

AGENCY OVERVIEW

To guide its service-oriented programs, such as Head Start and the National Center on Child Abuse and Neglect, the Administration for Children, Youth and Families (ACYF) support research, demonstration and evaluation studies focusing on:

- The developmental need of preschool-age children from low income families and on improving services to vulnerable children;
- Youth needs, such as teenage parents, adolescent abuse and neglect, and runaway youth; and
- The family in its child- and youth-rearing roles.

Research areas include: Head Start, child welfare, child abuse and neglect, day care, child and family development, and youth and domestic violence.

SIGNIFICANCE FOR SEX EQUITY

ACYF research, demonstration and evaluation projects deal with concerns of great importance to women and girls. Projects range from the development of a consumer and parent guide to day care, and from analyses of public services for pregnant teenagers to research on the development of infant-mother attachment.

NATURE OF THE ASSISTANCE

Grants	Range:	$25,000 to $500,000
	Average:	$100,000
	Length:	3 years

EXAMPLE OF ACYF SEX EQUITY PROJECT

Sheila Kammerman--Columbia University, New York, NY
Fy'76-FY'78
"Child Advocacy Methods and Techniques"

BUDGET

Research, demonstration and evaluation grants and contracts, excluding child abuse and Head Start research categories, have been budgeted at $14 million annually in FY'79, FY'80, and FY'81. The total ACYF FY'80 budget is $875 million, most of which supports Head Start.

WHO MAY APPLY

Grants competitions are awarded to public and private non-profit agencies, organizations, or institutions. Contracts are awarded to agencies, organizations, and individuals.

PUBLICATIONS AND AGENCY CONTACTS

For more funding information, request copies of the Research Demonstration and Evaluation Studies for recent years. Program announcements and application forms are also available. Contact Betty Simmons, Administrator for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013 (202/755-7810).

ACTION

AGENCY OVERVIEW

ACTION, the Federal voluntary service agency, was established in July 1971 to develop and support voluntary and citizen-participation activities for US citizens at home and abroad. The diversity of ACTION programs allows for part-time and full-time service, both stipend and without pay. The ACTION programs attempt to mobilize citizens of all ages and economic backgrounds, not only to help others, but also to help themselves.

SIGNIFICANCE FOR SEX EQUITY

In FY'80 ACTION supported projects dealing with women's concerns through three programs, each of which is briefly described:

- Support Service Assistance (SSA) provides technical assistance and training grants to private, voluntary organizations to support volunteer efforts and programs. For example, in FY'80 an SSA grant supported a pilot project to train 20 women in low income, dead end jobs how to develop positive career plans for themselves and then how to train other women in their communities in the same economic predicament This grant was for $24,474. SSA grants are one-year demonstration, non-renewable grants.

- Mini-Grants Program provides small grants, not exceeding $5,000 each, to private voluntary organizations for support of ongoing volunteer efforts or for use as seed money to establish volunteer programs. In FY'80 Mini-Grants have been awarded for energy and refugee projects.
- Volunteer Demonstration Program provides grants to establish model projects that can eventually be absorbed into regular program operations by localities, ACTION, or other Federal or state agencies. In FY'80 ACTION utilized $125,000 of its Demonstration grants funds ($1,437,000) to enter into an interagency agreement with the Department of Health and Human Services to jointly fund ACTION's national and regional Technical Assistance Centers on Family Violence. The purpose of this project is to develop state and local networks of resource consultants who can provide information, education and available resource materials to traditional and non-traditional service providers in an effort to increase the delivery of services to victims of domestic violence and their families.

PUBLICATIONS AND AGENCY CONTACTS

For more information on funding procedures for these programs, note the Catalog of Federal Domestic Assistance, ACTION, Support Service Assistance (72.013), Mini-Grants Program (72.010), and Special Volunteer Programs/Volunteer Demonstration Program (72.012). For more specific information, contact National Mini-Grant Program Manager, Office of Voluntary Citizen Participation, M-907, 806 Connecticut Avenue, NW, Washington, DC 20525 (800/424-8867) or (202/254-8079). The National Support Service Assistance Program Manager can be reached at the same address and phone numbers. The Volunteer Demonstration Program Manager, Office of Planning and Policy, Policy Planning Division, M-606, can also be reached at the same address. The phone number, however, is 202/254-8420.

ADMINISTRATION ON AGING

AGENCY OVERVIEW

The Administration on Aging (AOA) is a key organization within the Department of Health and Human Services for identifying the concerns, needs, and interests of older persons. It administers the Older Americans Act, develops Federal policy and coordinates services to meet the needs of older persons. Among the AOA grant programs are:

- Federal-State-Local Program, which provides support for the needs of older persons at the community level
- National Nutrition Program for the Elderly
- Research, Demonstrations and Evaluation Program
- Education and Training Program

The Research, Demonstration, and Evaluation Program identifies effective methods for helping older people, and promotes the preparation of teachers, practitioners and researchers for

the field of aging. The program is highly structured. AOA grants competitions present specific questions upon which participants must base their research. In general, research priorities change as new guidelines are developed.

SIGNIFICANCE FOR SEX EQUITY

Women age 60 and over constitute 57.6% of the US population. This increases to 64% by age 75. With so many of these women widowed, widowhood was included as one of the nine program priorities. But new priorities are established annually. In FY'79 the Research, Demonstration and Evaluation Program funded 3 research projects on displaced homemakers totalling approximately $201,144.

NATURE OF THE ASSISTANCE

Grants	Range:	$35,000 to $400,000
Contracts	Average:	$100,000
	Length:	12 months

Grants are awarded to doctoral students for related research.

EXAMPLE OF AOA SEX EQUITY PROJECT

Marilyn Block--University of Maryland, College Park
FY'80 $160,000
"National Policy Center on Women and Aging"

BUDGET

Obligations (Grants and Contracts)
FY'78 - $9,073,000
FY'79 - $8,500,000
FY'80 (est.) - $8,500,000

Displaced Homemaker Projects
1) $ 22,573
2) $ 29,160
3) $149,411
$201,144--Total for Women's Projects FY'79

WHO MAY APPLY

Grants are awarded to public and private nonprofit agencies, organizations, or institutions. Contracts are awarded to agencies, organizations, institutions, or individuals.

PUBLICATIONS AND AGENCY CONTACTS

For more specific information, request a copy of the Guidelines for Preparation of Grant Applications, available directly from AOA. Contact Sandy Fisher, Administration on Aging, Department of Health and Human Services, Washington, DC 20201 (202/472-3050).

NATIONAL ENDOWMENT FOR THE ARTS

AGENCY OVERVIEW

The National Endowment for the Arts is an independent agency of the Federal Government, which supports American arts and artists. The activities of the Endowment are designed to accomplish three main goals: 1) to encourage broad dissemination of high quality arts across the United States, 2) to assist cultural institutions to improve standards and provide public service, and 3) to provide support that encourages creativity among gifted artists, preserves cultural heritage, and enhances the quality of life in the United States.

The Endowment helps to increase opportunities for artists, while it involves private citizens, public and private organizations, communities and the states in the arts. It uses Federal resources to respond to the needs of the world of the arts.

The National Endowment for the Arts provides three major types of financial assistance:

- Fellowships to Artists of exceptional talent to enable them to advance their work and their careers.
- Matching grants to nonprofit tax exempt arts organizations.
- Grants to state arts agencies and regional arts groups.

Challenge grants and special fellowships are also available.

Award grants are distributed through nine programs that represent art disciplines and five interdisciplinary programs. The individual programs differ in structure and each changes often in response to priority developments in the field.

Evaluation criteria involved in the review of proposals are primarily based upon a commitment to the promotion of the arts. Although this commitment does not single out any population group, such as women, as a priority for evaluation, women involved in the arts may receive funds in program areas.

AGENCY CONTACT

For additional information, contact Director of the Program of Specific Interest, 2401 E Street, NW, Washington, DC 20506 (202/634-6369).

OFFICE OF ADOLESCENT PREGNANCY PROGRAMS

AGENCY OVERVIEW

The Office of Adolescent Pregnancy Programs awards grants for projects that provide services and assistance for pregnant adolescents and adolescent parents. At the present time, FY'80, the Office of Adolescent Pregnancy Programs does not provide suuport for any research projects dealing with adolescent pregnancy. Negotiations are underway, however, which may enable the program to support a limited amount of

research related to service projects funded by the program. The Office of Adolescent Pregnancy Programs started activities in FY'79 with a budget of $1 million. The estimated budget for FY '80 is $17.5 million and the same amount is expected in FY'81.

AGENCY CONTACT

For more information, contact Don Underwood, Office of Adolescent Pregnancy Programs, Office of the Assistant Secretary of Health, Parklawn Building, Room 16 A-17, 5600 Fischers Lane, Rockville, MD 20857 (202/443-1390).

OFFICE ON DOMESTIC VIOLENCE

AGENCY OVERVIEW

The Office on Domestic Violence (ODV), formed in 1979, is located in the Administration for Children, Youth and Families of the Department of Health and Human Services.

The Office on Domestic Violence supports such activities as technical assistance, training, public information, research and demonstration projects related to domestic abuse. Other ODV responsibilities include collaboration with other Health and Human Services agencies, as well as the Interdepartmental Committee on Domestic Violence. The collaborative efforts will help to strengthen services and attention given to victims of spouse abuse and their families.

ODV established the National Clearinghouse on Domestic Violence to share information on domestic violence. The Clearinghouse collects and distributes this information, develops publications, and provides reference and referral services to interested individuals and organizations. The ODV sponsors, with the Law Enforcement Assitance Administration, Department of Justice, the newsletter RESPONSE published by the Center for Women Policy Studies.

In FY'80 ODV has $1.2 million in program funds. Currently the focus for Office on Domestic Violence Funds is on technical assistance programs, public awareness activities, and demonstration grants for community services to victims of domestic violence and their families. Although these funds do not support direct service grants, funding will probably extend this way in the future.

AGENCY CONTACT

For more information, contact June Zeitlin, Office on Domestic Violence, Administration for Children, Youth and Families, Department of Health and Human Services, P.O. Box 1182, Washington, DC 20018 (202/472-4205).

OTHER FEDERAL SEX EQUITY FUNDING POSSIBLITIES

The following is a partial list of other Federal departments and agencies likely to have some funds to support projects related to sex equity in education.

Department of Labor

Contact the Women's Bureau or the Interdepartmental Coordinating Committee on Women for suggestions on where to go in the Department of Labor to acquire funds to promote sex equity in education and work. In the past the Employment and Training Administration (ETA) has supported many Comprehensive Employment and Training Act (CETA) projects designed to help women prepare for nontraditional careers and to help displaced homemakers. ETA has also supported research related to sex equity ranging from dissertation projects to demonstration programs for disadvantaged high school girls. Demonstration programs are managed by the Women's Bureau. In FY'80 the Women's Bureau was budgeted $2.9 million.

ETA also publishes annually Research and Development Projects, which summarizes funded projects and includes guidelines for submitting proposals. Additional information and advice on securing sex equity funds from the Department of Labor can be found in a paper presented by Alexis Herman, Director of the Women's Bureau, in the 1980 WEECN publication, Funding for Women's Educational Equity. For more information, contact Alexis Herman, Director of the Women's Bureau and Chair of the Interdepartmental Committee on Women, Department of Labor, 200 Constitution Avenue, Washington, DC 20210 (202/523-6611).

Department of Defense

The Department of Defense has funded studies of Women in the Military, such as Constantina Safilios-Rothschild's work on integration of the sexes at West Point and reports on the effectiveness of women's performance in combat support and combat service units. Contact Sally Richardson, Chair, or Air Force Captain Mary J. Mayer, Coordinator, of the Defense Advisory Committee on Women in the Service for more information. Their address is Pentagon, Room D-324, Washington, DC 20301 (202/697-5655).

Department of Agriculture

The Department of Agriculture has shown some interest in Women by conducting a study of farm women and how they make use of USDA programs. The Women, Infant and Children's Program supports sponsoring organizations for programs to improve nutrition for pregnant and lactating women. Sex equity concerns related to education may also be included in activities of the Agricultural Extension Agent System, if their users indicate a need for services in this area. For more information, contact Joan S. Wallace, US Department of Agriculture, Assistant Secretary for Administration, Independence Avenue, SW, Washington, DC 20250 (202/447-3291).

Department of Justice

The Law Enforcement Assistance Administration funds projects to help women offenders and educate enforcement officials on the best ways to deal with crimes against women (e.g., sexual assault). The Department of Justice also has a Task Force on Sex Discrimination. For more information, contact the director Stewart Oneglia, Department of Justice, Civil Rights Division, Room 408, Safeway Building, 521 12th Street, NW, Washington, DC 20530 (202/724-6758).

Department of State

Within the Agency for International Development (AID), the Office of Women in Development funds projects to help integrate women in less-developed countries. Arvonne Fraser coordinates the office and its activities. Contact her at Room 3293, New State, Agency for International Development, Washington, DC 20523 (202/632-3992).

US Commission on Civil Rights

The Commission on Civil Rights occasionally contracts out research on topics relating to sex equity in education. Recent contracts include a "Statement on the Equal Rights Amendment," prepared by Phyllis Segal with the NOW Legal Defense and Education Fund, and a "Statement on Childcare," which is being prepared by the Wellesley Center for Research on Women. Typically, Commission staff use results from the contracted research studies when they prepare Commission publications. To be placed on the Commission's bidders list to receive copies of their requests for proposals, contact Lawrence B. Glick, Solicitor, US Commission on Civil Rights, 1121 Vermont Avenue, NW, Washington, DC 20425 (202/254-3070. The Commission requests that potential bidders provide them with a capability statement or a resumé.

To share ideas on topics of potential interest to the Commission, contact Eugene Mornell. He is the Acting Assistant Staff Director for Program Planning and Evaluation. The address is the same as above, but the telephone number is 202/254-6644.

Department of Housing and Urban Development

The Department of Housing and Urban Development (HUD) is interested in the housing needs of women, particularly poor women, and in women in construction, architecture, building, and urban planning. The HUD Community Development Block Grant Program has funded over 20 women's shelters.

Small Business Administration

In addition to providing direct support for women-owned businesses, the Small Business Administration (SBA) may be able to sponsor community education programs for women and minorities in business.

Veterans Administration

The Veterans Administration (VA) supports education and training grant programs, which may address sex equity needs.

Department of Energy, Environmental Protection Agency, Department of Transportation

These and other agencies are interested in increasing the numbers of women who are employed in their respective professional areas.

FEDERAL SEX EQUITY COORDINATION ACTIVITIES

Additional suggestions on Federal funding for sex equity in education may be obtained by contacting:

- Interdepartmental Task Force on Women, chaired by Sarah Weddington, Room 3050, The Vanguard Building, 1111 20th Street, NW, Washington, DC 20036 (202/653-5406).
- The National Advisory Council on Women's Educational Programs, Executive Director, Joy Simonson, Suite 821, 1832 M Street, NW, Washington, DC 20036 (202/653-5846).
- The President's Committee on Women, Warlene Gary, 200 Constitution Avenue, Room S 5520, Washington, DC 20210 (202/523-6707).

APPENDIX

Survey Methodology

An interview form and initial list of Federal agencies and programs likely to support sex equity projects were developed and circulated to individuals familiar with Federal sex equity programs. These reviewers suggested improvements to the form and additional funding sources. They also indicated that this survey was needed. They felt that the most useful existing materials, such as the 1979 AERA Symposium papers on "Funding for Women with a Special Emphasis on Sex Equity," the Ford Foundation report on Financial Support for Women's Programs in the 1970's, and the 1977 Women's Educational Equity Communications Network publication, Finding Funds for Projects Relating to Women's Educational Equity were out of date and incomplete. Melanie Goodman revised the survey interview form, and gathered information from the previously mentioned publications, the current Catalog of Federal Domestic Assistance, the FY'81 Department of Education budget, and publications describing individual agencies and programs. To identify agencies currently sponsoring sex equity projects, we requested Smithsonian Index and ERIC search compilations. These provided us with listings and descriptions of some current government funded sex equity projects. Telephone calls or personal visits with the agencies and programs were initiated on March 7, 1980. Generally, after countless referrals, we acquired the desired information. The completed questionnaires and descriptions of the programs were then sent to the respondees for verification. On July 23, 1980, a follow-up letter was sent to the contacts listed in the program descriptions. This letter requested that the descriptions be updated for publication and that the program supply us with information on program publications that fund seekers may request.

Survey Instrument

SURVEY OF FEDERAL FUNDS AVAILABLE FOR R&D IN THE AREA OF SEX EQUITY IN EDUCATION

Agency_____

Program_____

_____

Public Contact Person within Agency_____

_____

Address_____

Telephone No._____

Number of Federal (professional and clerical) staff devoted to sex equity per year?_____

What is the Nature of Funding?

Grant_____

Contract_____

State Flow Thru_____

_____

Other_____

Who may apply for these funds?

State Ed. Agencies_____ Nonprofit Orgs._____

Local Ed. Agencies_____ For Profit Orgs._____

Individuals_____

APPLICATION AND APPROPRIATION INFORMATION

In the area of Sex Equity:

In_____ the FYear:	How many_____ applications were received?	How many_____ applications were funded?	What was the amount of funds appropriated?	Were all of the allocated funds spent?

What is the amount budgeted for sex equity in FY'80?

In FY'79, what was the range, average size in dollars, of each award?

What is the average length (in years) of the awards?

Describe the quality of the applications dealing with sex equity in these competitions (funded and unfunded applications).

What proportion of the applications deal specifically with sex equity in contrast with other topics?

What indicators or a commitment to sex equity are included in the evaluation criteria used in competitions?

What trends do you see in the future regarding your appropriations in sex equity?

TYPES OF PREVIOUSLY FUNDED PROJECTS

What type of research and development has been funded and how many projects have been funded of each type?

TYPE OF PROJECT	✓ for type	no. of projects funded	amount of dollars $
Research			
Development			
Evaluation			
Dissemination			
Technical Assistance			
Service			

CONTENT of previously funded sex equity projects? (Employment, sex roles, legal areas, education, etc.) Examples of previously funded projects._____

_____

_____

_____

_____

TARGET POPULATION of projects involving sex equity? (Women, men, young men, young children, teachers, administrators, minority women, etc.)_____

_____

_____

_____

_____

_____

What are the obstacles to more sex equity funding in your program area?_____

_____

_____

_____

_____

Which other Federal agencies are funding sex equity in education?

_____

_____

_____

Please send a copy of your public information package to:

Dr. Susan Klein
Social Processes/Women's Research Team
Room 820 D
1200 19th Street, NW
Washington, DC 20208
254-6572

* OFF THE RECORD QUESTIONS *

What is lacking in the program as it is now?

_____

_____

_____

How important do you feel these areas are?

_____

_____

_____

What can be done to increase total commitment in these areas?

_____

_____

_____

_____

What are the constraints involved in your program?

_____

_____

_____

_____signature for verification